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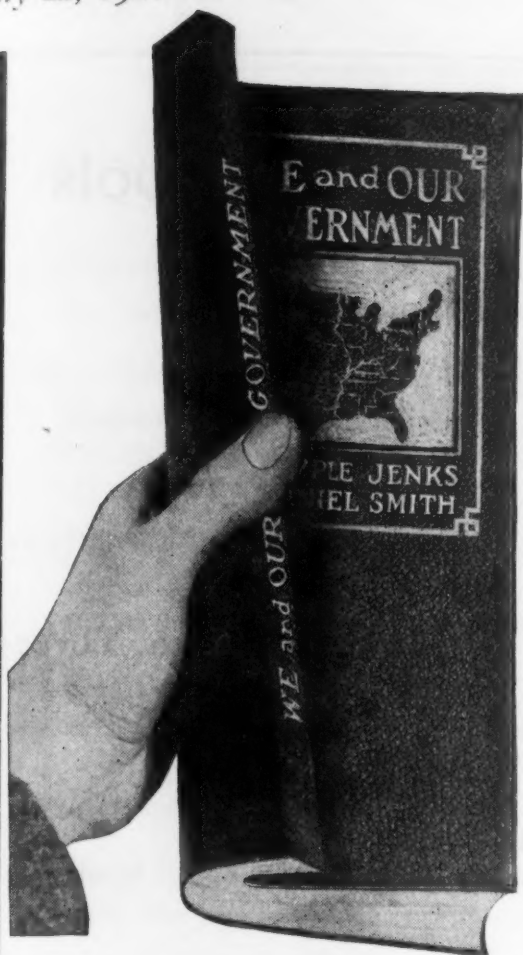
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The Publishers' Weekly

THE AMERICAN BOOK TRADE JOURNAL

Founded by F. Leyboldt

July 22, 1922

"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.

The American Educational Catalog

THIS issue of the PUBLISHERS' WEEKLY is devoted to the interests of text-book publishing and the distribution of text-books. The total number of books distributed thru the American schools exceeds all the volumes published thru the trade channels, which gives some indication of the importance of this field if any such evidence were needed. For fifty years the PUBLISHERS' WEEKLY has supplied a tool for those who publish and handle textbooks in the form of an index to publications. This is a working tool not available in other fields of literature in that it covers only books in print and in active circulation, while books in other fields have to be traced thru a series of catalogs. The importance of the distribution of text-books seems to justify this special effort, and the list is made as practical as possible by including in its scope only those books that are in active use either as text, supplementary reading, or for general class study. As it is printed this time, the list itself runs over 100 pages without counting the index in which books are classified by subject. This classified index is of value to publishers since from it they may quickly estimate what other books compete with their own in certain fields; it is much used by booksellers who have frequent requests for suggestions as to titles that will supplement textbooks already in use; and it is found valuable by the teachers in tracing new books to supplement those already in their hands. This list is in year round use in the trade, and extra copies in a permanent binding can be had at \$1 each. It is important for the growth of the American textbook business that distribution have as many facilities as possible, and it is hoped that many more books will get distributed promptly thru this catalog.

Binding Together by Education

NO action taken at the recent convention of the National Education Association at Boston attracted more general interest than the plan to form an International Education Association that would "federate the numerous educational organizations thruout the world" and would also, it is hoped, act as "a permanent bureau or council of international research."

It was further proposed that this group should take the lead in organizing a world peace exposition, to be held in 1930, at which time "the nations would come together on common ground, bringing the fruits of peace." As a preliminary to this, forty-five countries have been invited to a world conference on education in 1923, the conference to be held just before the annual N. E. A. convention. The program in detail as outlined by the committee covers the following points:

(1) The teaching of international civics, which will acquaint the rising generation with the various points of contact made necessary and facilitated by the modern means of communication and trade.

(2) By the organization of textbook material used in the schools such as will give a more accurate visualization of the dominant traits and ideals of the nations.

(3) Thru the exchange of teachers and thru scholarships to students of foreign countries.

(4) By a program looking to universal education and to character education, conduct and behavior.

(5) Thru an exchange of articles on education setting forth programs and methods used in the various countries and thru an exchange of educational periodicals.

(6) The designation of a day to be observed by all which may be known as "World Good Will Day," upon which programs may be given such as will promote international friendship.

Such a plan would turn the great power of organized education to its highest possible service, and no group could talk in world terms with such good chance of effect on future progress as could the leaders of our school life. No group is so internationally minded as the schools, and their proclamation has had the effect of immediately striking a responsive chord.

Text Book Making

ONE of the most effective and important ways of bringing to the attention of teachers the new books and new school material is to have exhibits at educational conventions, the most important, of course, being the annual meeting of the National Education Association which gathered in Boston this month. In the book exhibit rooms over forty publishers had made displays, covering most of the leading houses in the schoolbook field. Such an exhibit, which is, of course, most carefully prepared in order to show at its best the material offered, gives striking emphasis to the fact that those who produce text-books for our schools have kept steady pace with the needs of all grades and classes. The way in which new developments in teaching and new methods of presenting subjects are promptly translated into textbooks is fine testimony to the alertness of American publishers and shows what keen competition will do to sharpen the initiative of those in the business. To look over a list of school-book projects twenty-five or fifty years ago and compare it with that covered in a school-book list to-day is striking testimony to the broadened conception of school work. No effort is too great to make in the preparation of the books, and no expense is spared.

Probably no product of the printing press is, after its manufacture, viewed with such keenly critical analysis as is the text-book and this criticism is bound to give stimulus to the manufacturing end of the business, the end involving the greatest efforts. The selection of types is a subject of long and careful analysis, the method of obtaining display of text and table or sub-headings and text is studied with great pains. Every publisher knows that his text-book will have twenty rivals and the publishers and salesmen of each will examine his book from its title-page and illustrations to the smallest item in the footnote. It might be well if trade books were subjected to such scrutiny, that they, too, might feel the foreshadowing effect of coming criticism.

In no department of manufacture are greater pains taken to-day than in illustrations. There is an increasing realization of the importance of visual education. Primers and readers have colored drawings or half-tones prepared by the very best artists and most careful execution of plates. The inserted illustrations in histories show that no carelessness is allowed to

affect the aspect of the smallest cut, the line drawings for science textbooks, the illustrations for botanics and physiologies and the photographs prepared for the geographies—all these show the painstaking efforts that have made the American product a standard for the world.

As school readers stand in their relations to publishers as purchasers to sources of supply, it is not likely that teachers other than those who are authors will spend much time appraising the work of the presses, but the fact that the publishers are an important co-ordinated group of workers in educational progress should not be overlooked, and America can take real pride in what the textbook publishers have done.

The Railroad Situation

IT is perhaps needless, in view of the headlines in every paper in the country, to warn booksellers of the seriousness of the transportation situation and its possible effect on their business plans. Whether the strike increases in its effect or is promptly settled, there is to be a disturbing effect on freight deliveries that will be felt thruout the fall. It behooves every bookseller, whether in the trade field or the text-book field, to give most careful attention to the problem of deliveries. Text-books will have to be started to their field as soon as possible, in order to avoid the coming congestion, and retailers, with the fall and Christmas in sight, need to be as forehanded as possible in getting goods into their shops. Another aspect of the situation, as pointed out by students of the railroad situation, is the pressure for transportation that will come with the settlement of the coal strike. Exclusive of coal, the demand for transportation the last two months has been very high, and railroad equipment is not what it should be in new cars or repairs. If coal should shortly take on full proportions, this pressure will become serious and delays are bound to occur. Every industry must give from now on its most careful attention to this transportation issue. ..

Stevenson Stolen

THE Aries Book Shop, Buffalo, New York, writes that volumes 1 and 5 of set No. 939 of the Valima Stevenson have been stolen from one of its customers. Any dealer who can help trace it will confer a favor by sending word.

After War Textbook Publishing

By Charles H. Seaver

Head of the Educational Department of Macmillan & Co.

THE effects of the war on the school-book business were not fully realized until after the war. During the first three years of the war, before American participation, the costs involved in the school-book business gradually rose. This was recognized here and there in certain small adjustments of prices, tho publishers were slow in their appreciation of any change and generally adhered to established prices of books already published. In 1917 and 1918 the rise in costs became more marked. Prices had to be adjusted all along the line but the fetish of the pre-war as the normal was still cherished, and adjustments sufficient to meet the realities of the situation were not ventured. The two years after the war were a precarious period for publishers of school-books, already injured by their slowness to appreciate the tendencies of the times and not fortified against a day of trouble by anticipatory measures. We all expected a speedy return to normalcy and thought we had weathered the worst storms. Then the effects of the war really became evident.

Co-operation Might Have Helped

It would be painful to open old wounds, to recite in detail the ills we suffered in those days. We tried to make bricks without straw—books without paper. Much wisdom was left unexpressed for lack of paper, and in those days paper was certainly more precious than wisdom. Compositors, electrotypers, printers, binders took vacations with exasperating indifference or worked with exasperating inefficiency. "A binder, a binder, my kingdom for a binder!" was the cry of many a publisher, and some nearly sacrificed their kingdoms. The labor turnover in offices also increased the publishers' distress. Stories are told of weird and wonderful bookkeeping and shipping. Authors whose manuscript had been put in cold storage during the war now thought them well cured and wanted them published and marketed in spite of almost prohibitive conditions. High on a throne of royal state, dominating the school-book business, it seemed that Satan exalted sat.

Amid such difficulties and with costs 200 per cent greater than those that had prevailed before the war, we were expected to furnish for the schools, with usual promptness, books of unimpaired quality, at prices in many states and other communities fixed by contract or listing when another level of costs prevailed. We

tried to obtain mercy or at least justice. We got some concessions. Many school men were sympathetic, but in general the laws as interpreted allowed no relief. Co-operation on the part of the publishers might have mitigated their common distress, but for various reasons general and wholehearted co-operation seemed impossible. In one way or another, however, we all struggled thru.

The years 1921 and 1922 have been years of recovery. The present situation offers several contrasts to the situation that has just been briefly described and five features of the situation may, perhaps, be worthy of mention.

Changing Costs and Prices

(1) Costs have been reduced to some extent and seem to be fairly well stabilized, at least in comparison with the day-by-day shifting costs of the previous few years. Manufacturing costs are probably about two-thirds higher than in 1914 or 1915, but substantially lower than in 1919 and 1920. In manufacturing costs the element of labor has shown little change, but the efficiency of labor has improved; the element of materials has shown considerable change, as in the cases of paper and cloth. Operating cost, working expense, overhead—whatever this necessary part of the cost of school-books may be called—has not fallen to any large extent and seems unlikely to fall, tho the enforced introspection and economy of the war experience may have brought about in some cases more efficient methods and abolished some wasteful practices. The principal elements, salaries and wages, cannot be reduced under present conditions. All who are sincerely and intelligently interested in education believe, I am sure, that the superintendent, the principal, and the teacher, the author and the publisher of textbooks, and the bookman, the missionary of new educational ideas, are all worthy of their hire. Our Salvation Army of the Gospel of Educational Progress, constituted by the organizations of school-book publishers, must be maintained to bring light into dark places, to make wise the simple, and to equalize educational opportunity.

(2) Altho in every other industry increased costs were quickly reflected in increased prices, publishers of school books were slow to respond to the demands of new conditions, as has been noted, on account of the keen competition of the business, the variety and complexity of school-book legislation, and the gen-

eral optimism that long prevailed. They made advances in prices only when ruin stared them in the face. When relief came, publishers generally charged off losses on stock manufactured at high costs and gave the public the benefit of prices fixed according to the new level of costs. Some publishers had survived the severe ordeal by such a narrow margin that they were unable to respond to new conditions so quickly as others; and others have so called overhead expenses of a questionable character that require high prices; but in general there have been such reductions as the present level of costs justifies, showing that profiteering is not justly chargeable to this business. In every subject text-books of the highest quality in content and manufacture can now be obtained at unquestionably reasonable prices, which are not likely to be substantially lowered in the near future.

Propaganda in Text-books

(3) The market for school books, varying somewhat from year to year according to general business conditions, tho not in any direct relation, seems reasonably steady and not at all discouraging. A serious problem confronting Boards of Education is to meet increasing educational needs with limited taxing possibilities. But there must be provided, in one way or another, adequate school buildings, competent well-trained teachers, and a sufficient supply of suitable textbooks. The cost of textbooks is such a trivial item in the total educational expenditure—probably about 2 per cent.—that the publisher is not likely to be asked to abandon his efforts to keep American textbooks the best in the world or to be discouraged in his mission to incorporate in this form the steady advance in educational thought and practice for the increasing millions of children who pass thru our schools.

(4) The term "propaganda" came into general use during the war. There was pro-German propaganda pro-Ally propaganda, then government propaganda, peace propaganda, Democratic propaganda, Republican propaganda, Socialist propaganda, prohibition propaganda, Bolshevik propaganda, and so on in profusion. There was much silly talk along with useful agitation. For instance, I attended a schoolmasters' meeting in 1917 at which a New York lawyer pointed out the terrible menace of a reader used in American schools. It contained a story in which Frederick the Great of Prussia figured in a favorable light. If Greece and Italy had joined the enemy, what should we have done in those days to Homer's "Iliad" and to Caesar's "Commentaries"? School books were examined with high-power microscopes for words or phrases

which, with or without their setting, might be construed as pro-German or anti-Allies, or pro-Socialist, or pro- or anti-something else. The habit of looking for propaganda in school books, or conversely of insisting that propaganda be placed in school books, has not yet reached pre-war proportions but is certainly waning. If any authors and publishers yielded to the pro-British propaganda of the war period to the extent of emphasizing the British side of the controversy that led to the American Revolution and depreciating the cause of the Revolutionists, they now confront an anti-British propaganda at least equally vigorous and most embarrassing. This is but one example of propaganda and counter-propaganda. With Vierecks, Stevensons, Forrests, and other professional propagandists busy earning their living in this interesting profession, what are the publishers to do? The temptation to aid and abet the agitators when, in any case, our interest happens to lie that way is almost irresistible, but a vicious practice is thus encouraged, and experience has already shown that those who applaud one inquisition may be the victims of the next. The temptation also to sacrifice truth and justice in weakly yielding to propaganda has been alluring to some authors and publishers. One is reminded of the candidate for a teaching position in a rural community in a state that need not be named who was asked by the examining trustee whether he taught that the earth was round or flat. He replied, "I am prepared to teach either, according to local sentiment." In regard to propaganda of the sorts I have mentioned, if authors and publishers steered a straight course, fairly considering all criticisms but trimming their sails to none of the current breezes that would blow them outside such a course, they would find their own interests and the interest of the school book business and the interest of education, in the long run, best served.

The Choice of School-books

(5) School men and bookmen whose experience gives them a good perspective, who can compare present conditions with those of fifteen or twenty or twenty-five years ago, have noted a real change in the relations of school-book business to the school world, in the ways and means of choosing textbooks and of securing the choice of them. The ideal of the choice of textbooks according to merit and the submission of them on the basis of their merit would exclude from competition the greater part of our textbooks and perhaps some publishers altogether, but yet it would allow some range to school authorities and publishers on account of disagreement among

experts as to educational methods and the demand for progress thru experimentation. While no such ideal, of course, is fully realizable, school men and school-book publishers ought to join in keeping it before themselves, and in prizing it as an ideal, ought to resent and to combat the scorning of it.

Our Minds Like Houses

School books are submitted and adopted by human beings, it is true, rather than by disembodied intelligences. We might compare our minds even in this highly intelligent age to the old-fashioned houses that many of us knew in our youth. There is the parlor of reason, in which we take great pride but which we seldom enter, except on extraordinary occasions. There is the sitting-room, a sociable place where we spend much time in adjusting ourselves to our environments and entertaining our friends and acquaintances. There is the dining room where we take in mental food and drink, nutritious and unnutritious, furnished by publishers, or by the N. E. A., or from other sources. There is the bedroom where we rest, which some of us occupy almost continuously. There is the attic where the outworn furniture, old clothes, and rubbish of our minds are stored. School books are sometimes offered and adopted in the parlor by a thoro rational process, as has been found to be fairly possible under proper administration and as is, of course, highly desirable. More often these things are done in the sitting-room or dining-room in very human and not altogether deplorable ways, with perhaps brief excursions to the parlor. Then, too, school men may be mentally bedridden or somnolent and cannot be waked up, especially when publishers and bookmen are likewise disposed. Some also live so much in their mental attics that old prejudices rule them. But let us try earnestly at least to keep text-book adoptions from being made in the cellar. There may have been some re-action after the war—a little more license for the continuance or revival of practices that were gradually becoming outlawed in the school-book business; but in the long run, superintendents of schools, text-book commissions, and other school authorities still show increasing unwillingness to participate in or to countenance the prostitution of their positions and of their schools in this way, while the standards of publishers in general have certainly risen within the past twenty-five years and most of them are more regardful than ever of the good repute of the school-book business.

In summary: we have put behind us our troubles and liquidated our losses of several disturbed and disturbing years. We face new conditions different from those that prevailed

before the war, in some respects worse, in most respects better. Significant features of our present situation, as I have mentioned, are the stabilizing of costs on a level below those of the war period but above those of the pre-war period; the adjustment of prices on a corresponding level; the steadiness of the school-book market; the gradual subsidence of propaganda affecting school books; and the persistence, even in a time of reaction and in spite of many exceptions, of high standards among school men and bookmen as to the conduct of the school-book business. We all recognize and are studying the realities of today and should be fully conscious that the so-called war period has left permanent effects which we must take into our reckoning. The war was not a mere parenthesis, and pre-war conditions will, of course, never return. The old is not the normal. What is normal is change and development.

Robinson Advocates New Education

JAMES HARVEY ROBINSON, author of "The Mind in the Making" (Harpers) advocated a new form of education which will cultivate both the scientific and humanistic frame of mind of the young, in an address before a meeting of the American Association for the Advancement of Science at Salt Lake City. Such an educational system he said, would avoid the frequent discussions which have been waged recently over evolution. "We need some new organized effort to bring together in an imaginative and novel manner the prevailing and sometimes conflicting knowledge of the material world, its fundamental nature as it is coming to be understood in the light of the astonishing new theories of matter itself; the general story of life, with some attention to the great classes of living creatures; the discoveries in regard to man's nature and functioning and the history of his achievements and perplexities."

IT SEEMS as if everyone who could write a war book had been about it. The list is now almost complete. Among the recent foreign works for which English publication has been arranged by Curtis Brown are:

Signor Nitti.—"Peaceful Europe."

M. Poincaré.—"The Origins of the War."

General Denikin.—"Memoirs of the Russian Revolution."

A set of Comparative Tables from 1878 to the World War of 1914, showing the chief events in the civilized world compiled by the ex-Kaiser William II of Germany.

The Stimulation of Outside Reading Among High School Pupils

By Helen W. Cosgrove

Horace Mann School, Teachers' College, Columbia University

WHAT children, especially children of High School age, shall read outside of school, and how they shall be encouraged to read more and better books, are questions that are challenging everyone at all interested in children and books. Mine, naturally, is the teacher's viewpoint, and I should like to present to you for consideration, and possibly discussion, some conclusions I have reached in regard to the stimulation of outside reading among high school pupils. First, the purpose of reading is fun and more fun; second, the major purpose of an English teacher is to make reading fun and in order to do this she needs to be a book expert; third the way to stimulate children to read is to help them find fun of an increasingly higher type.

Reading For Fun

First the purpose of reading is fun and more fun. I have used the word *fun* purposely instead of our more academic term *pleasure*. Can you remember when you first read "Robinson Crusoe," or "Little Women," or "David Copperfield." Wasn't it fun to live with the characters, to laugh when they laughed, to cry when they cried, to do brave deeds or have thrilling adventures? Didn't you ever rise from extreme poverty to the epitome of luxury, overcoming innumerable obstacles with an Alger hero; or go thru innumerable colleges with a Patty or a Frank Merriwell? Haven't you fought battles with Ivanhoe, walked to the guillotine with Sydney Carton, mourned the lost gold with Silas Marner, and rebelled with Carol Kennicott, or agonized with Alice Adams? Wasn't it all fun? On the other hand, can you remember when you looked up all the new words in the first three chapters of "Treasure Island," studied the paragraphs, bisected the characters, and trisected the plot until the joy was gone out of it, and how you gradually came to build a wall between the books you studied in school and those you read by yourself for fun. The last situation is undoubtedly exaggerated, but the fact remains that children do regard reading in school and outside of school as two entirely separate activities.

In the early part of May candidates for admission to Horace Mann in the following year present themselves with their credentials

for examination, and members of different departments meet them and question them, to find out if they are fitted for the work of the department in that particular grade. Among the candidates last year was a little girl, aged 15, whom we will call Margery for convenience, accompanied by her mother. When I asked, "Do you like to read?" I got an enthusiastic affirmative "What do you read?" "Good books, the classics," came in affected tones accompanied by approving smiles from mother. "What do you mean by good books?" Margery started to explain but her mother interrupted, "Aren't you acquainted with the classics? I should think it was your place to know," and launched into a lengthy description of the complete set of the World's Best Literature, which she had just purchased. Later, when Margery handed in her written work I had a chance to ask another question. "What do you read just for fun?" Her face brightened. "Oh, my brothers' books, the Boy Scout Series, they're great; and I just love 'Swiss Family Robinson.' 'Ivanhoe' is great too. I like knights and fighting." Then she added "that is a *good* book, too."

"Good" Books

That term "good book" I somehow find very objectionable. It has an insincere, snobbish connotation and suggests an arbitrary separation into sheep and goats. It doesn't seem to me culture is as simple a thing as having read a certain list of standard books, the Five-foot Bookshelf of advertising fame for instance. It seems to me that the essential thing is an honest taste for reading just books, and a good book will be a matter of self-determination on the part of each individual. It is a term very much qualified by the time, place and person. For little John from East One Thoity-thoid Street, coming to me in the summer session, "The Motor Boat Boy" was a very good book. He could think and talk nothing but boats and motors, so we thrilled over Jack and his pals on the motor boat where something happens on every page. We agreed that thrilling things happen on the sea and I suggested "Captains Courageous." For two days there was silence. Then came remarks. "Gee, that fellow likes boys, don't he? Did he write more stories like that?" I had to admit no more sea stories just like that, but put several volumes of Kipling in easy reach. However, near the Kipling lay a volume by Terhune, "Bruce, a War Dog."

* Paper read at the recent N. E. A. Convention in Boston.

That went the rounds and the cry was for more animal stories. The hope would be that the Motor Boat series was a thing of the past and that he was ready for a classic, but he probably wasn't. However, those boys found their books sincerely good, and tested both books and authors by a safe and honest standard—their nearness to life.

Altho all the emphasis thus far has been on the fun element, there are, of course, the usual criteria which we all grant. However, I do not believe that the presence of any one or all of these is a justifiable reason for choosing a book for a child if the book is not going to be fun. The "Vicar of Wakefield" may furnish much valuable information and increase the reader's vocabulary, or "Adam Bede" may give excellent opportunity for judging actions and drawing morals; but if the fun in the reading isn't there, the child doesn't get these things.

"Ice Cream Stories"

Academically we may raise our eyebrows at Zane Grey, but he has given many an eastern boy his only acquaintance with cowboy and rancher on the Western plains. John Fox, Jr., has made many of us who might never have the privilege or opportunity, know the mountain folk of the South. Mark Twain had left none of us unable to experience the feelings of a real live haram-scarum boy. If breadth of mind means the taking into consideration of other points of view then these books certainly widen the experience. Honoré Willson's "Enchanted Canyon" may fall short in many respects of becoming a classic, but the reader is entertainingly informed about the Grand Canyon and about a great deal of the work of the Department of the Interior. History books can give all that, but you know that facts, situations and problems that form the background of a gripping story are more real and consequently more lasting.

Seeing one of Ralph Barbour's books on the desk of one of the boys in the summer school I asked, "Why do you always read Barbour's books?" "Because I like the fellows in them," came the answer. "Why do you like them?" "Because they always play square. They do the right thing." Sam and a great many others are at the point where they like their heroes perfect, and the villain must always be properly punished. From that point of view actions are judged; but the very fact that the young readers begin to judge actions, even from so obvious a standard, is a point in favor.

I do not mean by all this that I do not make any distinctions between books. I most certainly do, and I think the fun in the game for the teacher is helping the child to find those

distinctions, but I have come more and more to believe that if we are going to stimulate children to better and better reading, we must meet them on their own level whatever it is, and help them to climb up. My girls of three years ago put the case rather aptly and the phrase still clings in the classes. After a time they began to dub many books that were reported on "ice cream stories," and explained the phrase by saying that some books were very nice while they lasted but they left only a flat taste afterwards. So we began to look for books that had the fun of the "ice cream tale," but which in addition gave us something fine and real beside. Some of the booklists prepared by those classes, I think, show that some at least are climbing up to pure fun in reading.

Keeping Up With Literature

Is there anyone who hasn't had the experience of being asked all in five minutes, "Where can I find some more good sea stories? I like books with lots of fights. What's the name of a good detective story? My mother says ghost stories aren't good for me to read. Why not? Did you ever read any of Ethel Dell's books? Who wrote some good stories about the French Revolution?" I think it's a not unusual occurrence for many of us, and it is the reason for my second contention—the English teacher needs to be a book expert.

It goes without saying that we must love to read and have read much, and that our reading must be catholic. I'd like to add here, if I may, a very necessary postscript to an English teacher's background, I think it might well be a prayer—"Dear Lord, let me never forget the books I read in my youth, classics or no; and let me never forget the thrill of a first attack on a thoroly good story." For if we've forgotten the first joy of "Tom Sawyer" or "Treasure Island," can we ever share it with a group? An English teacher can't afford to let good stories become old.

"Keeping up with Literature," when 100 wide-awake girls set the pace, I find is no small task tho I had thought that I read quite a little. With limited time then, what is the best way to know all the available material? There are many aids which I'll name over, tho probably most of them are familiar: The publications of the High School Librarians' Association; the A. L. A. Booklist; The Children's Bookshop Lists (published by the Women's Industrial Union, Boston); the Boy Scout List; individual lists of various schools which one gathers from one's locality. Let me say in passing that such lists are primarily for the teacher and not to be placed promiscuously in children's hands.

Current literature is just as important "to keep up with," especially when one considers

the number and popularity of magazines published. One class of thirty girls last March reported over 100 magazines read in their homes. Of course it is impossible to know and read all, but one should have the monthly habit of dropping in at the library and reading the best standard ones. Other helps for keeping in touch with the newest in literature are the book reviews in the papers (Saturday edition of the *Evening Post* and Sunday *Times* and *Tribune* in the vicinity of New York); book reviews in the magazines, such as the *Atlantic's Bookshelf*; book adds in magazines where full reviews and quotations from reviews are frequently given; publishers' catalogs; and lastly, the *Booklist* published monthly by the A. L. A.

A Book Forum

Now, for the third point. How is one going to help children find more and more fun of an increasingly higher type? Three years ago I started in my present position, and one of the first questions raised in one of my fourth year or Sophomore classes concerned outside reading. Was I going to inquire outside reading? How many per month would I require? Would I post lists? What kind of written reports did I want? One of the very few instructions I had received as a new teacher was "encourage them to read." My experience in the past with posted lists and lengthy reports had not been too satisfactory. To the first question I countered, "Aren't you all reading anyway?" "But those don't count," was the answer. "Why not? Why shouldn't they?" Would I count them? Before I could consider an answer, "Let's not have reports; let's talk about them instead," came. And so what amounted to a book forum started, in which we mutually discussed the books we'd read and tried to pass on the best of a story that had thrilled us so that the rest would want to thrill too. It was in this connection the phrase "ice cream story" started after a number of best-sellers, so-called, had proved thin and flat discussion material, and of a remarkable sameness. Gradually thru the free, and sometimes alarmingly frank discussions, standards began to evolve, which, tho the did not prevent or cure light reading, caused it to be evaluated almost invariably at its true worth.

Most of the success of this beginning venture with outside reading, I lay to the fact that the first book on the list for class study in that year was the "Tale of Two Cities," which is most admirably adapted to group discussion, and that after all, is only the kind of conversation we all like best. The class work almost invariably colors the outside reading somewhat, if not in type, in author. For instance, the fire of revolt in Dickens' tale led

to more stories of that period—"The Reds of the Midi" and "The Scarlet Pimpernel," even to some reading in Carlisle's history which I slipped on to the class reserve shelf; spread out into stories about France and by French authors; and eventually was replaced by reading of dramas, because the class work had marched on thru some Shakespeare, "The Rivals," and "Beau Brummel" by Fitch. That in turn gave way to the making of short story bibliographies when our class book was "Atlantic Narratives" (second series).

Since we were spending so much time and thought on this reading, the need arose for some way of keeping track of it in order to give credit. The regulation library card was finally adopted as being most convenient for the girls and for me. It was easy to check and easily taken care of, for many girls began to keep individual lists in card boxes. At first it was filled out bearing the following heads: Title, author, setting, characters (important only), plot (one sentence), and comment.

"The Green Vegetable Department"

What I have just described of one group was more or less typical of the others, for of course the idea spread and has persisted. To have the reaction the same would be to expect what we all know is the impossible in dealing with human beings; but the principle of free and informal discussion in class groups had remained. Instead of individual lists, with a posting from time to time of class lists, this year each class kept a box in which all the groups filed their cards for the year, and that box was accessible to any member who wished a suggestion for something to read. One group this year introduced the discussion of movies and plays the members had seen; another became interested in the writers of the books, an interest that led into reading biographies; still another freshman group, having become interested in the word "bibliography" pursued the making of bibliographies for several months. The discussions that attended this interest and the resulting wide spread reading were gratifying. That same group started and conducted during this year a circulating library which they called the green vegetable department in contrast to the guaranteed canned goods to be procured in the school library. Need I say the books were largely modern? The initiation fee was a book; lending fee, five cents a week.

Altho the group work just described was the biggest single part of the problem of outside reading, there are many other helps, all of which you are no doubt in the habit of using. An illustrated edition or an especially well-bound edition of some story brought into class and talked over, rarely fails to bring a response and creates in many a desire for ownership. A

reserve shelf in the library, or in some easily accessible spot if the school has no library, is another help. Finding a shelf of interesting books, relating to a class discussion, right at hand frequently starts an interest that might never have come to life if one had had to hunt the shelves over to locate material; and the interest is later often voluntarily pursued.

Before leaving the point altogether, I want to say an especial word about poetry. Young people frequently have an aversion to it as being difficult to understand, but that doesn't happen if they hear it first and learn to like it that way. For adults even, poetry is best read aloud, and where read silently the one who is enjoying it is constantly aware of its aural qualities. So if we would have poetry on their book lists and shelves, it is my belief we must read it aloud and have it read beginning with those in which the rhythm is strong and the story easy, like Noyes' "Highway Man," Kipling's "Ballad of East and West" or "Gunga Din." Collections such as "Poems of Action," Jessie Rittenhouse's anthologies, or "One Hun-

dred Narrative Poems" (Lake Classics) are good for desk and reserve shelf. Poetry, more than any other type of literature, it seems to me, requires of us that we meet the individual on a common level, make the joy and the fun most apparent, and climb up with him.

The big point then that I would like to make in this connection, is the one I stumbled on by accident. The most successful way to stimulate reading by children is to get into the fun with them, thrill with them, laugh with them; help them carry on and carry on with them the kind of conversation we all enjoy most—a give and take of opinions of the books we read and the plays we see. That is what they are going to be doing when they leave school rather than analysing paragraphs and outlining plots. So I would like to conclude with the ideas with which I started: the purpose of reading is fun and more fun; the major purpose of an English teacher is to make reading fun, and in order to do this she needs to be a book expert; the way to stimulate children to read is to help them find fun and more fun of a higher type.

"The Child's Own Reading"

By Frederic G. Melcher

Chairman of the Children's Book Week Committee

IF there is truth in the saying that there is no such thing as a free lunch, then education and catastrophe, we shall find common must perpetually be a race between education and catastrophe. It is the children who must be groomed for the race. Opinions may differ, however, as to the regimen to be offered to the young people, the character and theory of coaching, and also as to the value of children's own theories of preparation. The catastrophe which is to be avoided is not wholly food shortage, but, what we fear even more, a lessened vision or a decreased faculty of leadership.

A short time ago I was visiting a western library and was to be shown a collection of books that had been gathered from a Children's Book Week display, a collection made to show how much foreign countries had contributed to our reading heritages. While the book cases, which were in the back of a lecture room, were being opened, I heard a teacher talking to a University Extension Division about Browning's life and education, emphasizing the fact that Browning's education had been personal and informal and not in class groups. This, the teacher thought, gave new emphasis to the old saying that the ideal education consisted of Mark Hopkins at one end of the log and a pupil at the other. If there is any pedagogical saying that gives

me continued irritation, it is the Mark Hopkins anecdote—the argument that only by individual tutoring can genius be developed. Such conditions of teaching will never exist, and one wonders whether we must forever consider our class groups as a handicap to effective education. I could not but think as the teacher spoke, that if there had been children in the room instead of advanced students they could have turned to those book shelves and found a way to every part of the globe, to every literature, to every type of writing. Surely with such chance for individual enthusiasm and development as can come from open-shelf reading, there need be no fear of levelling, or that the bright minds must be pulled down to the speed of the others.

If we can but develop in our classes the habit of general reading while we are teaching the ability to read, there need be no handicap to individual growth. Turn for example, to the book-list on the ballot for the Two-Foot Book Shelf, which has been in your hands today. Cannot a future leader of national affairs get inspiration from "The Hero Tales of American History?" Cannot the boy with the pull of the sea in his veins get some sense of its power from "The Cruise of the Cachalot"? Cannot the girls who are to be our home-makers get some conception of the fineness of real home life from "Little

* Paper read at the N. E. A. Convention in Boston.

Women"? Or cannot the future business man see the characteristics of good human judgment in such a volume as "The Autobiography of Benjamin Franklin"? Open shelf reading in school might be called the cafeteria method where we put some reliance on the taste and palate of those who come by the table. It is for us to see that the menu is balanced and that the cooking and ingredients are good.

Books and Internationalism

This morning's papers record prominently that this Conference has gone on record in favor of an International Educational Congress to be held next year. A congress which will emphasize anew the binding power of schools and of books. Perhaps the ground work for such a getting together of nations has already been laid in the children's reading. Are not the picture books of Boutet de Monvel, of Caldecott, or of Larssen giving the children an insight into the ways of other countries? Are not stories such as "Heidi," "Pinocchio" or "The Story of Mankind" giving them knowledge of lands afar? Are not the older ones thru such books as "The Three Musketeers", "David Copperfield" or "Lorna Doone" getting some conception of the lives of other nations? and will not these open shelves of the literature of other nations grow steadily until our children shall have become internationally minded and internationally tolerant? This school book shelf will not only grow in its own capacity but also with the school's ever increasing contact with the book collections of the public library and the growing interest on the part of both schools and libraries in the increase of home book collections.

It was in an effort to increase the co-operative power of the different groups interested in the increase in reading that Children's Book Week was first developed. In four years the movement has grown to be of national importance among those who work with children; librarians, parents, teachers, scout leaders, churches. It has also become of increasing and genuine interest to the boys and girls themselves. It was four years ago, at a convention on this same Copley Square where we are now gathered, that Franklin K. Mathiews, Chief Librarian of the Boy Scouts of America, made the first suggestion of this plan. It was my privilege to help in its development by having close contact with booksellers and librarians and a very personal interest in the matter as a parent. The book publishers of the country, who are leading the world in the amount of intelligent interest paid to children's needs, were from the start actively co-operative.

We are asked sometimes why such an effort

should be encompassed in a "Week." There is a little feeling today that "weeks" are not as effective a medium as once they were, but it should be remembered that while we all want the increase in children's reading to be a year round growth, still it is impossible to capture the public's attention over a long period, and it is certainly impossible to get newspaper or other space except over some such limited period. In a "Week" also it is possible to get all interested groups together and to introduce into the event some of the play spirit that will dramatize the idea in the minds of parents and children. November is selected for the date because the new books are stocked in larger quantities and are fresher at that time. Besides this, Christmas giving is just ahead.

Better Books In the Home

Children's Book Week has certain characteristics as a promotion effort that I should like to emphasize. In the first place the plan has complete flexibility; the Committee in charge, which is made up of representatives of many interests, has no fixed program for all communities, and any idea that will work is a good idea to encourage. The Committee is able, by its circulars, to pass the good ideas from any one place to committees where it can be of increasing value. Each year we need new suggestions and plans by which to give new aspects to the movement. In some communities they call the occasion "Good Book Week" so that the older boys and girls do not feel excluded. In some cities the movement takes on a full community aspect, in others it is only one section or group that gets started to use the occasion to its full advantage. Secondly, the movement stands for no standardized list of children's reading, altho it encourages the publication of lists by any competent organization. It would not be well to crystalize into any one list of titles the whole effort to increase reading, and certainly no one is competent to draw the definitive list. It is to be hoped that children's libraries will grow by the attention to old titles and to new, to imaginative literature and to informative literature. Parents do need concrete suggestions when their interest is aroused; for that reason lists are of great value.

Thirdly, this movement does not wish to be labeled an up-lift movement with the present stigma that sometimes attaches to that name. The Committee might have used for its slogan "Better Books in the Home." That is really the purpose. But the wording "More Books in the Home" keeps it from coming under suspicion of the children themselves. It is our belief that wherever there is discussion of

children's reading, there is discussion of *better* children's reading, and only in cases where there is no discussion do "wooden" books get their chance. Again the movement has stood for a program that would supply a background of publicity for local efforts. To the best of their ability, the Central Committee tries to inspire attention in newspapers, magazines, among the critics and columnists, on magazine covers and by lectures, to children's reading. Such general publicity creates the atmosphere on which local effort can thrive. If more could be done to bring good lecturers or authors or authorities on children's reading or parents themselves to the platforms during the Week of November 12, great good would be accomplished.

Again the Committee tries to supply concrete material that will enable local groups, schools, libraries or bookstores to draw the public to the problem of children's reading. The Jessie Willcox Smith poster, designed for the first campaign, is still in active use, because it is still the most effective weapon we have. The poster, of which I am sure you have seen reproductions, gives the feeling of the delight children can have in growing up among plenty of books. Fifteen thousand of these posters will be distributed this year; it is also made in post card size and sold at the nominal price of 50 cents a hundred for the use of local committees. Streamers, thousands of circulars, suggesting plans for the celebration, are also sent out. A very favorite suggestion has been the building of Thomas Bailey Aldrich book cases, of which a sample is in the next room. This book case is a replica of one in the old memorial house in Portsmouth, the working plan supplied by Mrs. Aldrich. Boys and girls will be interested to make such cases for their own walls.

The Way to Celebrate the Week

Interesting programs have been got up of plays with book characters, or costume parties with many children dressed like the people in their favorite books. There have been competitions in essays on reading, with prizes, perhaps, of books offered by local stores. There have been competitions in lists of books, sometimes lists of what the child actually has at home. There have been competitions in poster designing or book plates. Samples of such book-plates, which were made in Providence, are on exhibit. In many cases there have been authors' lectures, usually in the school assembly or in library lecture rooms. Women's clubs have put the subject of children's books on their programs, ministers have talked to Sunday Schools about books on Sunday morning.

From our headquarters teachers can get ma-

terial and suggestions, and from here the connections with various organizations are built up. Any teacher who wishes to turn this annual observance to her school's advantage will find that she can get co-operative interest, not only from the libraries, but from women's clubs, Sunday Schools, booksellers, boy scouts and other groups.

To Train Leaders

I cannot venture into full detail of the many ideas that have been successfully used in Children's Book Week observances. It is usually easy to get moving picture houses to put on a book film and to flash an announcement of the Week. In these and in a score of other ways, the interest in books can be dramatized. As has been said by a previous speaker, the idea of more good reading is "catching," and nothing makes the interest in children's good reading so interesting as to enter into Book Week with a real play spirit. This will give to parents and children the idea that reading is a joyous thing, that it is "good fun," as Miss Cosgrove has said. To make reading "good fun" for a large group of young people is a thing well worth any effort. Such an effort will bring about a broadening of the vision instead of the narrowing of the individual.

We should not forget also that by creating a greater audience, we are also creating literature itself, for the creator of literature is drawn out by the appreciation of literature, the author needs the audience as much as the audience needs the author.

While we have been sitting here you have been looking, as I have, at this great painting on the front wall. Perhaps you have thought that it was a bold artist who selected for his subject that view from old Beacon Hill, centering across the roofs of Boston's North End of a century and more ago, with hundreds of houses just alike, hundreds of chimneys in serried rows, yet the artist has brought out of such a vista a feeling of real dramatic interest and power. Do we not sometimes look at the rows of children in our school rooms and think of them as thirty or forty heads of a size and minds of a kind? And yet each boy and girl is as different as are these homes of Boston's old North End were different, and just as out of old Boston came the leaders that made their impress on New England and on the Nation, so out of our class room groups will come new leaders if they are given the chance to see the vision, a vision which can come to them from open shelves of books, which the schools, libraries and booksellers can put into existence in every corner of the land by co-operative enthusiasm.

The American Ideal

"THE American ideal," said Secretary Hughes, in a paper read before the National Educational Association at its recent convention, and it "must be maintained if we are to mitigate disappointment and unrest, is the ideal of equal educational opportunity, not merely for the purpose of enabling one to know how to earn a living and to fit into an economic status more or less fixed, but of giving play to talent and aspiration and to the development of mental and spiritual powers.

"It is not likely that there will be lack of opportunity for vocational education, for the sort of training which will fit men and women to earn a living. The exigencies of our complex life are too apparent and the rewards too obvious to admit of neglect; and we shall have whatever vocational or technical schools are required. But democracy cannot live on bread alone. It is not enough that one shall be able to earn a living, or a good living. This is the foundation, but not the structure. What is needed is to have life more abundantly.

"From the standpoint of the individual, the exclusively materialistic view is inadmissible, for the individual life should be enriched with the ampler resources of a wider culture. What is most important, however, in view of our social and civic needs, is that the door of hope should be kept open by maintaining the opportunities and standards of general education, thus giving those who start amid the direst necessities and with the most slender advantages the chance to rise. This is of especial importance to our working people, who are not to be viewed as mere economic units, but as co-laborers in the great enterprise of human progress. The American ideal—and it must be maintained if we are to mitigate disappointments and unrest—is the ideal of equal educational opportunity, not merely for the purpose of enabling one to know how to earn a living and to fit into an economic status more or less fixed, but of giving play to talent and aspiration and to the development of mental and spiritual powers.

"When we consider the true object of education, to give the training which will enable one to make the most—that is the best—of one's self, we must realize that the foundation should be laid in a few studies of the highest value, in self-discipline, and that there should be supplied every incentive to attain that mental and spiritual culture which connotes, not merely knowledge and skill, but character. This means self-denial, hard work, the inspiration of teachers with vision, and an appreciation of the privileges and obligations of citizenship in democracy.

"In the elementary schools it means that sort of training which insists, at whatever cost, on the mastery by the student of the subject before him, on accuracy—the lack of which, I regret to say, is now conspicuous in students of all grades—the correct use of our language and the acquisition of that modicum of information which every one should possess.

"In the secondary schools (our high schools and academies) it means that we should stop scattering. There is at present a bewildering and unsuccessful attempt at comprehensiveness. It fails of its purpose in giving neither adequate information nor discipline. It asks too much of the student, and too little. I believe that we need to have a few fundamental, substantial studies which are thoroly mastered. I am one of those who believe in the classical and mathematical training, and I do not think that we have found any satisfactory substitute for it. But the important point is the insistence upon concentration and thoroughness. The function of the secondary school is not to teach everything but really to teach something, to lay the basis for the subsequent, and more definitely specialized, intellectual endeavor.

"I think, also, that we have done too much to encourage intellectual vagrancy in college. Of course, there should be opportunity to select courses having in view definite scholastic aims, but we have gone so far that a college education, outside of technical schools, may mean little or nothing. It is a time for reconstruction and for the establishment of definite requirements by which there will be secured better mental discipline, more accurate information, and appropriate attention to the things of deepest value which make for the enrichment of the whole life of the student."

A PROPOS of the publication of Edith M. Hull's second novel "The Shadow of the East," the Curtis Brown *News Sheet* comments on the publication of "The Sheik." "The history of this first novel seems significant, and encouraging, proving clearly enough that a 'name' and 'pull with the critics' and 'influence with the publishers,' and all the rest of the ritual of the authors who are 'in the know' does not really, after all, necessarily amount to much. We would far rather have a novel from an unknown author who has something new and interesting to say, and knows how to say it, and has taken pains to say it, than the sophisticated kind of work from someone who knows all the publishers and critics, and can get good reviews."

Books for the Country School

AS a means of developing constructive discussion on the possibility of having a general bookshelf in every schoolhouse, the American Library Association and the School Library Section of the National Education Association undertook to have a vote among those who attended the two recent conventions as to what twenty-five books should be first put on such a shelf. This bookshelf was not intended to contain either reference books or textbooks, and the Bible and the dictionary were excluded as being part of every school's equipment. In order to make the voting easier, the ballot was prepared with 100 suggested titles on it with blanks where other titles could be added. This list included not only accepted classics for children but many books of information and history and nature that had proved their worth. The full list of the 100 suggested was printed in the PUBLISHERS' WEEKLY of July 1, 1922. The ballot has just been counted, and the twenty-five suggested are as follows:

1. Alcott. "Little Women."
2. Carroll. "Alice in Wonderland" and "Through the Looking Glass."
3. Defoe. "Robinson Crusoe."
- 4-5. Stevenson. "Treasure Island."
- 4-5. Twain. "Tom Sawyer."
6. Nicolay. "Boys' Life of Abraham Lincoln."
7. Kipling. "Jungle Book."
8. Andersen. "Fairy Tales."
9. Aesop's "Fables."
- 10-11. Pyle. "Merry Adventures of Robin Hood."
- 10-11. Stevenson. "Child's Garden of Verse."
12. Lamb. "Tales from Shakespeare."
13. "Arabian Nights."
- 14-15. Malory. "Boys' King Arthur."
- 14-15. Van Loon. "Story of Mankind."
16. Wiggin. "Rebecca of Sunnybrook Farm."
17. Stevenson, B. E. "Home Book of Verse for Young Folks."
18. Dickens. "Christmas Carol."
- 19-20. Irving. "Rip Van Winkle."
- 19-20. "Mother Goose."
- 21-22. Dodge. "Hans Brinker."
- 21-22. Hagedorn. "Boys' Life of Theodore Roosevelt."
- 23-24. Hawthorne. "Wonderbook for Boys and Girls."
- 23-24. Seton. "Wild Animals I Have Known."
25. Spyri. "Heidi."

There are many interesting and significant things in this list, and it will certainly be seen that a shelf of this character would easily give a range of reading for young people of almost any grade school age. There is material for little children like "Mother Goose" and "Heidi" and for older children like "Little Women" or "The Story of Mankind." It will be seen that the vote included practically none of the informational books that were on the list. This is probably a significant testimony of the general feeling that it is the books of imagination and vision that children can get most from as a supplement to their textbooks.

This judgment by the elders was emphasized by a vote taken at Detroit during the library convention by Miss Masee, who asked a roomful of children of the seventh and eighth grades to give their vote from the list. There was but a small vote for the informational books; but "Treasure Island" and "Tom Sawyer" led the list. One book that was included by the children's vote that did not get into the twenty-five here was "Tom Brown's School Days," which ran sixth, the only school boy story that appeared in either list. The strong vote for "Little Women" was very interesting and shows the place of Miss Alcott in the affections of everyone. "Rebecca" also got a good vote as another book that both girls and boys delight in. The appearance of "The Story of Mankind" by Van Loon, only a year out, adds a title that covers a vast field that has never been so well done from the young people's point of view.

Andersen is the favorite among fairy tales. Perhaps the disappearance of Grimm is a reaction from the war. Undoubtedly Mr. Stevenson's "Home Book of Verse" would be the best general collection that the bookshelf could have, but the heavy vote for "Child's Garden of Verses" puts that in a strong place. The two biographies that have received the vote are Nicolay's "Lincoln" and Hagedorn's "Roosevelt," and the famous classics have an excellent representation in the "Arabian Nights," "Boys' King Arthur," "Robinson Crusoe," Aesop's Fables and the "Wonderbook." It is to be hoped that those who can start the active work in establishing such bookshelves in the schoolrooms of the country will push the movement forward, and booksellers can help in this by reprinting the list, pricing it and bringing the matter to the attention of people who can be interested.

Graded List of Books for Children

A BOOKLIST of unusual importance and value has just come from the office of the American Library Association in Chicago, "Graded List Of Books For Children," prepared by the Elementary School Library Committee of the National Education Association. This project was started several years ago by Effie L. Power and the plan provided for a list approximating 1000 books, annotated and intended for the first nine grades of school.

The list has been prepared with the needs of both teacher and librarian in mind, and as the books are intended for home reading, its value to the parents will be obvious.

No textbooks as such are included, but many of the books are taken from the lists of textbook publishers.

As printed, there are 800 titles in all, of which about 285 come from the textbook houses or departments.

The booklist is divided into three sections: 131 books for grades 1-3; 260 books for grades 4-6; 410 books for grades 7-9. The annotations, finely selected, are credited to the Committee consisting of Annie S. Cutter of the School Department of the Cleveland Public Library, chairman; Jasmine Britton, Los Angeles; Nina C. Brotherton, Carnegie Library School, Pittsburgh; Anne Eaton, Lincoln School Library, New York; Orton Lowe, Director of English, Harrisburg Schools.

The staff of the American Library Association has added a subject index which will increase the usefulness of the list, and there is a directory of the seventy-nine publishers whose books are included. There is an out-of-print list which suggests many titles that would have been included if the books had been in print.

For a reference library the book recommends the sixty volumes printed below:

Bacon, Corinne. "Children's Catalog of 3500 Books." Supplements are published annually. *Wilson*.

Bartholomew, J. G. "Atlas of Economic Geography." *Oxford*.

Bartlett, John, "Familiar Quotations." 10th ed. *Little*.

Brewer, E. C. "Dictionary of Phrase and Fable." New ed. *Altemus*.

Brewer, E. C. "Historic Notebook." *Lippincott*.

Brewer, E. C. "Reader's Handbook." New ed. *Lippincott*.

Appendices contain a list of English authors and their work and a title list of dramas and operas giving authors and dates.

Brookings, R. C., & Ringwalt, W. DuB. "Briefs for Debate on Current Political, Economic and Social Topics." *Longmans*.

Champlin, J. D. "Young Folks' Cyclopedia of Common Things." *Holt*.

Champlin, J. D. "Young Folks' Cyclopedia of Games and Sports." *Holt*.

Champlin, J. D. "Young Folks' Cyclopedia of Natural History." *Holt*.

Champlin, J. D. "Young Folks' Cyclopedia of Persons and Places." *Holt*.

Cram, G. F. "Modern Reference Atlas." *Cram*,
or

Hammond, C. S. & Co. "Modern Atlas of the World." *Hammond*.

Dow, E. W. "Atlas of European History." *Holt*.

Elson, L. C. "Music Dictionary." *Ditson*.

"Encyclopedia Americana." *Sci. Amer.*
or

"New International Encyclopedia." 2nd ed. *Dodd*.

Fay, L. E., & Eaton, A. T. "Instruction in the Use of Books and Libraries." *Faxon*.

Fernald, J. C. "English Synonyms, Antonyms and Prepositions." *Funk*.

Foster, W. H. "Debating for Boys." *Macmillan*.

Fox, D. R. "Harper's Atlas of American History." *Harper*.

Gayley, C. M. "Classic Myths." *Ginn*.

Granger, E. E. "Index to Poetry and Recitations." Rev. ed. *McClurg*.

Hastings, James. "Dictionary of the Bible." *Scribner*.

An excellent one volume dictionary.

Hazeltine, Alice I. "Plays for Children." An annotated index. 2nd rev. ed. *A. L. A.*

"Holy Bible." Small pica. *Nelson*.

Hoyt, J. K. "Cyclopedia of Practical Quotations." New ed. English quotations arranged by subject. *Funk*.

Nat. Educ. Assoc. Dept. of Secondary Education; Committee on Library Organization and Equipment. "Standard Library Organization." *A. L. A.*

"New International Year Book." *Dodd*.

Especially useful in biography.

Oglebay, Kate, comp. "Plays for Children." 2nd ed. *Wilson*.

Peck, H. T., ed. "Harper's Dictionary of Classical Literature and Antiquities." *Amer. Book*.

Phelps, E. M. comp. "Debaters' Manual." *Wilson*.

Ploetz, K. J. "Manual of Universal History." *Houghton*.

Reinach. "Apollo." New rev. ed. Illustrated manual of the history of art thruout the ages. *Scribner*.

Rice, O. S. "Lessons on the Use of Books and Libraries." *Rand*.

Ringwalt, R. C. "Briefs on Public Questions." *Longmans*.

Robert, H. M. "Rules of Order." *Scott*.

Shurter, E. D., & Taylor, C. E. "Both Sides of 100 Questions Briefly Debated." *Hinds*.

Smith, J. R. "Industrial and Commercial Geography." *Holt*.

"Statesman's Year Book." Reliable manual of descriptive and statistical information about the governments of the world. *Macmillan*.

Stedman, E. C., ed. "Victorian Anthology." *Houghton*.

Sedman, E. C., ed. "Victorian Anthology." *Houghton*.

Stevenson, B. E., comp. "Home Book of Verse." *Holt*.

Thomas, R. W. "Manual of Debate." *Amer. Book*.

U. S. Bureau of Foreign and Domestic Commerce. "Statistical Abstract of the United States." *Govt. Pt.*

"Universal Pronouncing Dictionary of Biography and Mythology." *Lippincott*.

Walsh, W. S. "Curiosities of Popular Customs." *Lippincott*.

Ward, G. O. "Practical Use of Books and Libraries." 3rd ed. *Faxon*.

Webster, Noah. "New International Dictionary." *Merriam*.

or

"Standard Dictionary." *Funk*.

or

"Collegiate Dictionary." 3rd ed. *Merriam*.

"Who's Who." (English) *Macmillan*.

"Who's Who in America." *Marquis*.

Wilson, Martha. "School Library Management." *Wilson*.

"World Almanac." *New York World*.

"World Book." 10 v. *Quarrie*.

"Index to St. Nicholas, v. I-XLV, 1873-1918." Useful if *St. Nicholas Magazine* is taken. *Wilson*.

The Librarian With The Book

"After all, an education is only knowing how and what to read. Behind the principal, behind the teacher, behind the student body, and the spirit of the school stands

THE LIBRARIAN WITH THE BOOK"

DALLAS LORE SHARP.

(For the New England School Library Association).

Books For Junior High

DISCUSSIONS at recent library and teachers' conventions have emphasized the development of the high school library field, and the New England School Library Association has just printed, thru the H. R. Hunting Co., an excellent "Book List for Junior High

School Libraries" which can be purchased for five cents. The list is a pamphlet of twelve pages, edited by Martha Wilson, librarian of the Lincoln Library, Springfield, Ill. The list is classified and includes a number of books in almost every field.

A feature of the book that will be appreciated by the retailer is the page suggesting how libraries and teachers should make out orders that they may be most expeditiously and accurately handled. The form suggested is as follows:

NAME OF BUYER		
STREET AND NUMBER, CITY, STATE		
BOOKSELLER	DATE	
ADDRESS,		
Please send the following books by (specify whether prepaid express, parcels post, freight) and bill to (specify where).		
SIGNED		
MARGIN FOR CHECKING	COPIES No. OF	AUTHOR'S SURNAME
TITLE AND EDITION IF SPECIAL ONE IS DESIRED		
PUBLISHER		
PRICE		
List the books below your signature.		
For short order arrange alphabetically by author.		
For long order arrange in groups by publisher.		
Leave two lines between each item for bookseller's checking.		

Mr. Cuddihy Knighted

THE French Government has conferred on Robert J. Cuddihy of *The Literary Digest*, Knighthood in the Order of the Legion of Honor for the services of *The Literary Digest* in Near East and other relief campaigns.

The presentation of the Legion of Honor Cross and the conferring of Knighthood was made on behalf of the French Government by Gaston Liebert, Consul-General of France, who performed the ceremony in the offices of *The Literary Digest*, and in the presence of the editors of that weekly, and all the chiefs of departments of the Funk & Wagnalls Company.

A Study of the Elementary School Courses

LIKE all other phases of the school curricula, elementary reading has come in for its share of adverse criticism on the ground that its content is too limited, that material which is over-mature in subject matter and form is often attempted, that there is a great deal of repetition which leads to a waste of time and a loss of interest, and that a more careful grading would enable pupils to get more information and more enjoyment out of their reading.

Such criticisms, together with the desire to formulate definite standards for choosing reading matter have led to an investigation by Willis L. Uhl, Associate Professor of Education in the University of Wisconsin. His report appears in a booklet in the University of Wisconsin series of *Studies of the Social Sciences of History*.

In carrying on the investigation, it was necessary to secure data from a large number of school systems before any definite scheme of standards could be attempted. These data indicated (1) the range of selections now in use; (2) their degree of success; (3) the reasons for their success or lack of success.

Two methods of procedure were followed: first, reactions were obtained directly from teachers and pupils upon selections read in school, and then these reactions were studied with a view to standardizing the material of the reading course.

Two questionnaires were sent out to teachers in a representative number of schools thruout the country. In the first the teachers were asked to report on the readers most used in their grades, judging the general character of the

selections reported on. The second questionnaire, based largely on the results of the first consisted of titles of selections arranged in lists of about fifty for each of the eight grades with directions for judging the selections by means of a descriptive list of desirable and undesirable terms which had been used in response to questionnaire one. The care with which both questionnaires were treated added greatly to the weight of the study.

In order to get a still different kind of data, the third part of the work consisted in presenting selections to pupils in four different schools and getting their reactions to them. The selections were chosen because of their use in nearly every city responding to the two questionnaires, their variety of appeal to children and their common use in more than one grade.

As an example of the kind of answers received, this is a copy of the judgments of a girl of grade 7: (*See below*).

A survey of the answers to the questionnaires showed that in all grades teachers and pupils mentioned over-maturity of reading material oftener than any other undesirable quality. This term may refer to the difficulty of diction or content, to unfamiliarity with subject matter or to difficulty with symbolism.

Teachers' comments indicate that in addition to over-maturity such qualities as "no story," "lacks action," "too long," "too sad," "monotonous," "not well told," act as determining factors of undesirability.

To cite some specific examples, teachers reported that such selections as Grey's "Elegy in a Country Churchyard," "The Fall of the House of Usher," "Nuremburg," and "The Czar

Selections

Comments

"Excelsior"—Dislike. Because for two reasons, first I don't understand it, second its object is not the kind I like.

"The Barefoot Boy"—Like it because it's full of fun and country life.

"Abou Ben Adhem"—Dislike it because I don't understand it.

"The Wreck of the Hesperus"—Like because it shows daring and is exciting.

"Aladdin"—Like because it's different and shows selfishness and unselfishness.

"Paul Revere's Ride"—Like because it's exciting and a good turn.

"The One-hoss Shay"—Like because it's funny and interesting.

"The Gettysburg Address"—Dislike because I've heard it so many times and it is uninteresting.

"The Chambered Nautilus"—Like because it shows beauty and describes well.

"Douglas and Randolph"—Like because it shows fighting in it and shows bravery and how certain people stick to a thing.

"Baron Münchhausen"—Like because it shows when people brag they get beaten.

"Christmas at the Cratchits"—Dislike because I've heard it so many times and is same as many other stories.

"What Constitutes a State"—Dislike because not any real object.

and the Angel" have no place in an elementary school reading course. The Münchhausen tales require careful teaching, and teachers who lack interest in humorous passages should be warned against them. The over-maturity, abstractness and sadness of Bryant's "Thanatopsis" make it undesirable for use in an elementary reading course. The poem entitled "What Constitutes a State" was unfavorably received, the criticisms indicating that the selection is too didactic and that it contains symbolism and words that are too difficult.

In the answers to the questionnaires many evidences of the outstanding qualities of superior reading selections appear. Such qualities as "interesting action and character," "adventure," "humor," "easy content," "easy diction," and "portrayal of the supernatural" and of "kindness," "faithfulness" and "loyalty" are the most frequently emphasized as essentials in first rate stories. Pupils' interest in poetry is shown by their reactions to the poems submitted to them. The first poem reported on was "Excelsior." Only a few liked it, while the majority said that they didn't like poetry anyhow. In nearly every case, however, the same pupils liked "The Village Blacksmith," "The Barefoot Boy," and "The One Hoss Shay," which only confirms the opinion of many teachers that the difficulty is nearly always with certain poems and not with poetry in general.

A survey of the data on informational literature throws light upon the lack of interest of either pupils or teachers in the traditional informational literature now available in readers and shows that if informational material is used it should be adapted to pupils' use by experts and not culled from masterpieces written

for adults. New informational passages when they possess the same desirable qualities as classical non-informational literature are as popular as any reading selections.

In connection with the investigation, Professor Uhl has made a very complete list of what he terms "superior selections for all grades," which might well be studied by everyone seriously interested in the subject of elementary school reading. (We do not reprint it for lack of space.)

Summing up the points arrived at, we find that there are certain guiding principles that help in selecting reading matter and standardizing a course. First, the mastery of the mechanics of reading results from the use of interesting material and consists partly in obtaining a favorable attitude toward what is read. Second, teachers assert that ability in interpreting the printed page is facilitated by the use of interesting subject matter. And third, the development of general culture is primarily dependent upon a certain type of exercise—pleasurable activity in reading.

These considerations have led to the formulation of certain standards which aid in judging reading matter. For example, grading titles on a percentage basis, the comprehension values are: A (very easy), which denotes a comprehension score of 85 to 100 attained by the pupils; B (moderately easy), 75 to 80; C (difficult), 65 to 70; D (too difficult to be attempted), lower than 65.

The same numerical values hold for interest ratings: A (very interesting); B (moderately interesting); C (needing careful attention to secure interest); D (too uninteresting to be attempted).

The Selection of Textbooks

"THE Selection of Textbooks" by C. R. Maxwell, a volume in the *Riverside Educational Monographs*, published by Houghton Mifflin, is a succinct and meaty volume for anyone interested in textbooks. However, two chapters are of especial interest: the first, "The Textbook a Necessary Tool in Teaching," and the sixth, "Justifiable Standards for Selection."

In discussing the textbook as a necessary tool, Mr. Maxwell quotes a comment on American textbooks made not long ago by Dr. Winship: "There has been no improvement in great works of fiction, in great poems, or in great essays in half a century, but American schoolbooks have improved marvelously, almost miraculously. Nowhere in the world have they im-

proved as in the United States. There is not a nation on earth in which the schoolbooks approach even faintly those of America." Mr. Maxwell then discusses the textbook as an aid in instruction—because it is a convenient means of having at hand necessary data—because it presents a definite organization of material—because it furnishes the teacher a means of selecting pertinent subject matter. An ideal social situation in school would mean, he says, that students are constantly working on problems that arise from their own activities. Few people would claim that such an ideal is possible of realization. In such a scheme the textbook would have little place. The socialization of the school, however, does not mean the elimination of a textbook. It means rather

a modification of its use. Teachers frequently fail to realize the intense concentration of the material in our textbooks. Students fed exclusively on a textbook diet become as dissatisfied as boarders fed entirely on canned goods, but textbooks when rightly used furnish an excellent means for presenting problems to students. The textbook is an aid to raising problems that supplement the pupil's own experiences. The textbook indicates the trend of current educational thought. The textbook must meet both the demand of the conservative and the progressive. The textbook presents a better basis for organization than could be expected from the average teacher." That, briefly, is the outline of Mr. Maxwell's text in his first chapter.

In Chapter, Six, "Justifiable Standards for Selection," Mr. Maxwell says, "An exhaustive examination of a text should be made by a competent committee before its adoption. Standards should be first applied to the content and organization of the book. A book fulfills its purpose thru its content. The main justification for a textbook will be that it meets the particular need of the user. Every textbook has or should have a specific purpose. A school system should also have in mind definite aims for accomplishment. The aim in one city might be preparation for industrial or vocational efficiency. In another community it might be the preparation for a specific industry.

"The text should be examined from the standpoint of accuracy and reliability of material. An arithmetic needs close and careful examination to see whether the author has been consistent and conventional in his arithmetical notation. The text must be free from bias and dogmatism. It is easy for an historian, for example, who has prejudice in political parties to discuss the tariff in such a way that only one half of the truth has been given. Relative values of subject matter must receive consideration. In geography we have had texts the authors of which were particularly interested in physical geography, and the books were entirely unbalanced from that point of view. In history the years in which the country engaged in war received attention much beyond their due. In arithmetic topics which were a heritage of the middle ages continued to be given the same attention as topics which were vital in the twentieth century. Physiology emphasized the structure of the human body at the expense of the necessary laws of hygiene. Textbooks in language violate the principal of selection on the basis of relative values. The purpose of language teaching is granted by most people to be the formation of right speech habits. The texts very frequently devote much more attention to principles of grammar than to fixing language habits thru use.

"One of the greatest contributions to teaching in recent years has been the scientific study of the different subjects in the school curriculum. There has been accumulated a large amount of information on the material necessary in each subject thru such studies. A textbook writer who is unfamiliar with these investigations, or, if familiar with them, gives no heed to them in the writing of a text, is placing an obstacle in the path of educational progress. Many textbooks on the market show that the author has been in no way influenced by these scientific investigations. A person selecting books needs to bear this in mind in his examination.

The committee on minimum essentials in elementary school subjects has had a great influence on the content of textbooks. Arithmetic has been a subject that has required undue attention in the past, owing to the fact that obsolete material has still encumbered the textbooks. Teachers have felt that it was necessary to teach these textbooks even tho they could see no social sanction. Topics that have been of no practical use for centuries have received just as much attention from the author of the textbook as those which are of real value. Most of our present-day writers have been influenced by investigations of the content of arithmetic, but there are still texts on the market that follow the traditional plan.

"In the subject matter of spelling, which is considered very simple from the layman's point of view, grave errors may be made if the author has not been a student of the present-day experiments in education. The change in the content of spelling is possibly as marked as in most subjects, yet there are still spelling books on the market today that show no influence whatever of the results of the modern scholarship in this field.

"The amount of material in a textbook needs to be checked carefully. Many textbooks have contained a too meager amount to be most serviceable. The development of a topic may, in many cases, be adequate, but the drill material to gain the requisite skill in fixing the form has been inadequate. The amount needed in a text will depend to a great degree upon how many different texts are used in one subject. If a school is restricted to one or two textbooks it is essential that a text containing a larger amount of material be adopted than would be the case if half a dozen texts were available on the same subject.

"The illustrations of a text should be studied carefully. One striking line of demarkation between the text of today and those of a few years ago is in the great use of illustration. A textbook may be much more useable if it contains certain helps; e. g., index, selected list of references, charts, diagrams, sketches, etc.

"The reputation of the author of a textbook has been given undue prominence in advertising the text. The reputation of publishers should be given a slight consideration. But the date of copyright should be taken into consideration. A period of rapid educational progress such as we have been passing thru means frequently that textbooks in many subjects soon become obsolete unless kept up-to-date by revision."

In considering the mechanical construction of a book, Mr. Maxwell discusses the following standards: "The first thing in the mechanical construction of a book which impresses one is its general appearance. This is made up of many factors. It may mean attractiveness of cover, the kind of type, kind and number of illustrations, size of book, number of pages, binding, quality of paper, etc. The binding of a book should be durable and attractive. The type used in printing textbooks is receiving more attention today than formerly. We have had a few scientific investigations of the size and type of length of line that is most easily read and causes the least eye strain. The size of the book needs to receive some attention, but this has been standardized to such a degree that little need be said on the subject. Textbooks on geography are about the only ones that have fluctuated in size in any degree in the last few decades."

To this discussion of the standards for selection of textbooks, Mr. Maxwell has added in Chapter Seven of his book an outline for judging all texts. The texts are to be marked in spaces reserved in the outline—*excellent, good, fair, poor*.

Outline Aids for Judging All Texts

I. Publication:

1. Title.
2. Authors:
 - A. Reputation.
 - B. Authority.
 - C. Other writings.
3. Publisher:
 - A. Reputation.
 - B. General experience.
 - C. Experience in this field.
4. Date of copyright:
 - A. First edition.
 - B. Revised edition, if any.

II. Mechanical construction:

1. Size:
 - A. Size of page.
 - B. Number of pages.
2. Shape.
3. Binding:
 - A. Paper.
 - C. Board.
 - B. Cloth.

- D. Leather.
- E. Durability.
- F. Attractiveness.

4. Covers:

- A. Color.
- B. Decoration.

5. Paper:

- A. Finish:
 - a. Plain.
 - b. Gloss.
 - c. Dull.
 - d. Tinted.

B. Fiber:

- a. Heavy.
- b. Thin.

C. Filled.

6. Type:

- A. Kind.
- B. Size.
- C. Conform to the needs of different ages to avoid eye-strain.

7. Spacing:

- A. Letters.
- B. Words.
- C. Lines:
 - a. Length—in accordance with psychological investigation.

D. Paragraphs.

8. Width of margins.

III. Content:

1. Meet needs of user.
2. Purpose of author:
 - A. Indicated by preface.
 - B. Developed in book.
 - C. Consistent point of view.
3. Exact scholarship.
4. Vocabulary:
 - A. Within comprehension of students.
 - B. Many new words introduced in each assignment.
5. Style: clear, lucid.
6. Treatment of topics in proportion to their importance.
7. General treatment or particular phase of subject.
8. Organization.
9. Aids in use:
 - A. Index.
 - B. Table of contents.
 - C. References:
 - a. Selection.
 - b. Representative or chosen without regard to value.
 - D. Illustrations.
 - a. Number.
 - b. Representative.
 - c. Clear.
 - d. Purposeful.
 - E. Maps, charts, diagrams, and graphs:
 - a. Use.
 - b. Value.

F. Suggestions as to methods of treatment:

- a. Teacher's manual.
- b. Suggestions in text.

IV. Use:

1. Grades to which best adapted.

2. Adapted to course of study.

3. Basic text.
4. Supplementary text.
5. Reference.
6. Source material.
7. Teacher's handbook.

Are We Getting Better Textbooks?

IN the June 3rd issue of the *Independent* a symposium on American text-books was conducted based on a questionnaire sent out by Professor Franklin H. Giddings of Columbia University. Eight questions were asked some leading American educators:

What improvement, if any, has there been in the text-books used in our schools, in recent years?

What text-book, or series of text-books, would you be willing to name as a model?

Should text-books be simpler—or more elaborate? Is the price of text-books important?

What effect, if any, do you believe Wells's "Outline" and Van Loon's "Story of Mankind" have had on the teaching of history and related subjects in our schools?

Do you believe they should have an effect?

How far do you think it expedient to institute a censorship over history text-books?

What text-book or series of text-books would you suggest as the most urgently needed for schools to-day either in your department or any other?

Of the answers to these questions the PUBLISHERS' WEEKLY has selected some of the answers to questions 1 and 2 and 3 as of interest to readers of its Educational Number:

David Snedden, Professor of Education, Teachers College, Columbia University, answering the questionnaire, said:

"1. During recent years text-books have improved mechanically. Generally, American text-books far surpass those of other countries in paper, illustrations, and typography. Where well-defined new pedagogical tendencies of a somewhat general nature have developed, text-book producers have not been slow to respond. Thus have come some really remarkable advances in text-books for primary reading, supplementary reading, enriched geography, localized civics, and, in lesser degree, less encyclopedic texts in history.

"2. It is practically impossible to designate model text-books, except in the light of accepted statements of the educational aims to be served. Having in view their purposes and present pedagogic standards, perhaps the primary reading texts are the most advanced just now.

"3. I believe that some text-books should be simpler than they are now, and some others

far more *expanded*. There are subjects and grades in which the text should far more completely take the place of the teacher than is now the case. In some other fields texts are now too elaborate for the purposes which they should serve.

"It is probable that America—thru provision of text-books at public expense, or even thru purchase by parents—will be willing to spend increasing amounts and increasing proportions of school expenditure on these essential tools of education, text-books."

William C. Bagley, Professor of Education, Teachers' College, Columbia University, said:

"School text-books have been greatly improved during the past thirty years, especially in the following respects:

"a. Improvement in make-up, letter-press, and illustrations.

"b. A better selection of materials made possible (1) by numerous committee reports which reflect the combined judgments of specialists in the various fields of subject matter, successful classroom teachers, students of educational theory, and school administrators, and (2) by extended investigations of the curriculum problem which have made increasing use of scientific and objective methods of determining the materials that have the largest worth and can at the same time be adapted to the immature learner.

"c. 'Market' conditions which have stimulated publishers to compete on the basis of the merit of their product rather than on the basis of the 'influence' that their agents may bring to bear upon the authorities that select school text-books. (This is not to say that dishonest or otherwise unworthy practices no longer exist. They are, however, rapidly disappearing. School boards are coming more generally to adopt text-books only on the recommendation of superintendents, and superintendents, usually either leave the initial choice to committees of classroom teachers or counsel with the teachers before making their recommendations. In the training of teachers an effort is made to develop standards for the selection of text-books, and practically every published code of professional ethics for teachers explicitly emphasizes the need of absolute fairness in dealing with this problem.)

"d. Men and women who have achieved dis-

tion in the various fields of specialized scholarship no longer think it beneath their dignity to write books for school children.

"2. A text-book that is in all respects a model probably will never be produced. Standards vary with the subject treated, the age and ability of the pupils to whom the book is addressed, and the equipment of the typical teacher who is to use the book. Individual books, too, usually have their 'high points' and their 'low points.' Beyond this a most important quality of a good text-book—namely, its accuracy—can usually be determined only by a special student of the subject. With these difficulties of a just evaluation in mind, I should hesitate to name specific text-books as 'models.' As a student of education, however, I have been impressed with the excellence of the following books: Marshall and Lyon's 'Our Economic Organization' (a text for senior high school classes); the elementary texts in geography by McMurry and Parkins, Atwood, and Brigham and McFarlane; the Horn spelling books; the Thorndike arithmetics.

"3. Careful experiment is needed to determine whether a text-book for a specific subject and a given level of instruction should present a condensed outline or a more detailed treatment. Generally speaking, I should say that simplicity, clarity, and concreteness are cardinal virtues in text-book construction."

Davis S. Muzzey, Professor of History, Barnard College, Columbia University, said:

"As the fire of the critics to-day seems to be directed against text-books in American history, I should like to direct my remarks to that subject.

"1. There has been a great improvement in the quality of our text-books in American history in recent years. The writers of the newer books, keenly alive to the responsibilities which recent advances in the study of economics, sociology, political ethics, and international relations have put upon them, have tried conscientiously to produce books which should give the student a far better introduction to the problems which he will be called upon to face presently as an active citizen than did the old manuals, which repeated over and over again the astonishing victories of our military heroes and the invariable impeccability of our statesmen and diplomats. To find space in the high school texts for the treatment of causes and results, of economic and social problems, it is necessary to omit or to treat very briefly many of the stories which have very properly edified the student in the grammar grades. Some critics who miss the familiar emphasis of their own boyhood education in American history, judge the newer

books only by these omissions or abbreviations, oblivious of the patiently wrought material which opens new avenues of approach to the problems of society to-day.

"2. If I were to name a 'model' textbook among the many excellent ones that have appeared in the last twenty years, I should choose the book which has been the inspiration of the newer school of text-book writers, and which is still unsurpassed by any of its emulators: namely, Professor James Harvey Robinson's 'History of Western Europe.'

"3. The high school text in American history should be more 'elaborate' in the literal sense of the word, that is, it should 'work out' trends and tendencies, and not merely repeat the facts which the student has already learned in the lower grades. There are few questions too difficult to present to a high school student, if only the manner of presentation be clear and simple. One of the reasons, I believe, why many students find history 'dull' is that they are not led on by the text or the teacher, as they are in other disciplines, to tackle problems requiring a higher grade of intelligence than that which they had to exercise in the preceding course in the subject."

M. V. O'Shea, Professor of Education, University of Wisconsin, said:

"1. During the last fifteen or twenty years there has been marked improvement in the text-books in all subjects. The text-books now coming from the presses of the leading educational publishers are all based upon an intimate study of the way in which children learn the subjects which are treated. In general, the text-books today are much more concrete and they are far better illustrated than were the text-books of fifteen or twenty years ago. The books for the youngest pupils, especially in reading, history and literature, are works of art, besides having high value in respect to content. Our text-books are superior on the artistic side and, I think, also on the content side, to the text-books used in any other country in the world.

"2. It would be impossible to name a single text-book or a single series of text-books which stands out distinctly above all others. In every important subject taught in the schools, there are a number of text-books that are of substantially the same merit; they differ only in minor details. Certain guiding principles in every subject have determined the text-books written and published during the last ten years. There is practically no difference of opinion today in our country regarding the fundamental methods to be observed in the teaching of reading, arithmetic, spelling, geography, history, the physical and biological sciences.

"3. The authors of the text-books study very carefully the needs of the pupils for whom they write. The publishers make a careful investigation when they plan a new text-book, or series of text-books, to find out what improvements can be made. The most accurate statement would probably be that present-day text-books are well adapted to the needs of the schools. When these needs change, the books will become more simple or more elaborate as the case may demand."

James F. Hosic, Professor of English, Teachers College, Columbia University, said:

"There has been distinct improvement in text-books in recent years, with respect to both content and method. Various investigations have shown that much of the material formerly included in school text-books is of relatively little value and might well be omitted. This is strikingly true in the field of arithmetic. From the point of view of method, the greatest advance has been in making a more direct appeal to the student and arousing in him what is sometimes called the problem attitude. In a word, the books tend to be more thought-provoking and to lead the student to do something more than merely memorize the text. At present there is a hopeful tendency to apply scientific methods to the determination of how much emphasis must be placed on different topics in order to insure their mastery. Examples of this are seen in the careful arrangement of vocabulary in beginning reading books and in the arrangement of problems in arithmetic.

"The text-books most needed at the present time, in my judgment, are in the field of history. The books so far prepared seem to me to have approached the subject mainly from the point of view of what historians have found out, or what an adult might be expected to know, not what children can assimilate. Particularly do I think the gathering of a mass of facts and incidents in periods, arranged chronologically without regard to whether these incidents are closely related to each other or not, is indefensible. Few students who have been thru the text-books in common use can discuss intelligently any problem of American life in terms of the past. This is because there has been no connected presentation of the facts relating to the topic from the beginning to the present time, and no direct application made to present-day life. If we must continue to have the romance of war, it might well be gathered into library books for general reading. The young people might better devote their serious study in school to the history of industry, education, and similar social topics."

The New Education

W. G. COVE, President of the National Union of Teachers of England and Wales, spoke before the recent Convention of the N. E. A. on "The New Education."

"There can be no doubt that the school is an international factor of potent force, and it is within the power of its teachers to use it for the destruction or the healing of the nations. To us is given the honor of placing at the disposal of growing life the best of the inheritance of the past and the duty of nurturing the promise of things that are to be.

"As we look round at the effect of modern industrialism we note that one of its baleful effects has been the mechanizing of life. 'Mechanism dominates life and not life mechanism.' We have seen human personality dwarfed, stunted, and twisted into ugly shapes by the dominance of a mechanized industry and a mechanized society. Life has become, for millions of men and women, purposeless, stale, and flat. We have thought in terms of material values and not in terms of human values. It is the purpose of the school to restore to us the correct content of value. It is our task to make society see the truest economy in happy childhood, growing life, and creative play and work. I do not bemoan the fact that modern civilization is based upon machine production. I have no regrets about the application of science to the provision of man's material needs. What I do not object to is the mechanizing of human life and the material appraisal of human personality. And there is no inevitable need that this should be so, for the school, rightly conceived by society and given its proper place and function in society, is capable of performing the task of preserving and conserving the intellectual, moral, and spiritual legacies of the ages.

"The school in modern society is the social unit for the exercise and development of all that we term humanism. And there is abundant evidence that the schools of Europe and America are realizing their high mission and calling in the preservation of the human in this machine age. No longer do we regard the children as passive recipients of facts. No longer do we emphasize mere knowledge. We recognize variant individualities and unfolding personalities. We treat with reverence and wonder unfolding life. The escape for the child from a mechanized society is found in the spontaneous activities of the school. Not only is this true of our infants' and junior schools, but it is increasingly becoming true of our senior departments."

Fostering a Love of Books and Reading

What Bookmen Can Do For The Uplift of English

THE modern bookseller's shop is too often chiefly a sales-room for stationery, fountain-pens, newspapers and indifferent fiction. No doubt we shall be told that it is a case of "demand and supply." But there is reason to believe that the supply is less intelligent than the demand. This is obviously the case with many station bookstalls, where the traveler often buys trash because he can find nothing else. An educated bookseller is in a position to render a great service to the community: and we believe that the English teachers of the near future will, in turn, be glad to lend such a benefactor all the assistance in their power by encouraging their pupils to become his customers. In every town the bookseller's shop should become what in university cities and in one or two other favored spots it is already, a center of literary and artistic interest and enlightenment; a place where the best books, new and old, can be inspected at leisure."

It is in this special paragraph that the recent report of the Departmental Committee of England's Board of Education, appointed to inquire into the position of English in the educational system of England, calls the attention of booksellers to the particular service which is theirs to perform.

The whole report is interesting because it shows how closely the spoken word is linked with the written, and elaborates on it by citing in just what ways a love of good books and reading will further the development of a cultured language and people.

All who are concerned with the extension of interest in English and literature, and more particularly all who are directly connected with the production and distribution of books will find the report decidedly worth their attention.

As English literature, the report points out, takes its proper place in education, and a generation grows up accustomed to read and with the wish to possess it, the response to every enlightened attempt to bring good literature within everybody's reach should be more and more encouraging. In all this publishers, as well as booksellers, will find much that is worth their careful consideration. Publishers, the report rightly recognizes, have already rendered service by the publication of sets of English classics. "Nothing," it argues, "is more vital for the spread of good literature than the supply of good editions of standard authors at a moderate cost." The publisher who "makes good literature easily accessible in a desirable form is the best of educational missionaries."

In speaking of the potent position that reading occupies in human affairs, the report says: "All reading is experience—an indirect form of experience, but a particularly powerful one, and for many minds the most varied and fruitful in the whole of life. The ordinary human destiny consists of playing, fighting, marrying, managing a household, bringing up children, pursuing a lifelong vocation. All these are experience, but of a kind tending more towards habit than reflection. Book reading cannot replace these acts, but it can add almost infinitely to their effect upon character. If then we are to read at all—and it is now thousands of years since man neither read literature nor heard it—here can be no doubt of the importance of a choice in what we read.

"Few influences in life are so subtle or so powerful as the invisible power of literature—what may be called the undertones of the printed voice. All who understand or appreciate what is properly described as literature will acknowledge this at once: but it is true in a wider sense. Any written words, whether in books or periodicals, which are the result of a formative process in the mind of the writer, must make in their own degree a formative impression upon the mind of the reader. If the reader's mind is the stronger the impression will be slight, or very possibly negligible, but if the tablet to be impressed is soft and still undinted the mark made will be proportionately deeper and more lasting. And what is most important here is not merely the depth, but the outline or style of the impression. For an example, we may contrast the picture of human life as drawn by Tolstoy or Hardy in any of their novels with the trivial realism, equally removed from feeling and reflection, of the domestic scenes in the ephemeral novels which fill the bookshops today.

"It is of the first importance that the children should be encouraged to form the reading habit. A child's desire to read ought never to be frustrated for want of books. If he has once become a reader of books worth reading, there need be no further anxiety about his education. All that is necessary is to give him opportunity.

"At the present time children read more rapidly and continuously than did the children of two generations ago. The spectacle of life is thrust more violently upon them, and their curiosity is therefore more active and more various. The aspect of the world, too, changes more rapidly than of old, and fresh forms of life and activity cannot be explored to the reader's satisfaction without fresh books written

expressly to deal with them. It is important that this need should be met by the provision of an ample supply of new books and new periodicals of the right kind. It is not necessary or desirable that writers, however skilled, should undertake the production of a new series of "moral tales."

The first condition of success is that we should act up to our own tastes and offer to the young nothing which is not in some degree a work of art, the sincere expression of the writer himself. All we can do here is to be constantly on the lookout for the appearance of sincere and attractive writers; and there is in fact no good reason to apprehend their extinction. To meet the demand for information, for adventures on the simplest terms, for pictures of school and boyhood, and in general for stories which reflect life but make no attempt to turn it into literature, something more may be done and is, in fact, being done."

The part which public libraries and librarians can and should take in furthering an increased interest in the love of books and reading is emphasized in a special paragraph of the report. It says in part:

"Books cannot teach the use of books, and even the provision of good books does not ensure that good use will be made of them. But a public library under enlightened management can be of immense assistance. (1) Every municipal library should seek to possess a complete collection of standard English authors, with copies of all the critical works, biographies, and books of reference needed by students of the English language and literature. (2) The juvenile section should contain a number of

sets of the best novels and tales of adventure and the best books for boys' and girls' reading: useful lists have been issued by some of the local education authorities, and by other compilers. A children's reading-room, if managed by someone who really understands children's needs, is extremely useful at holiday times. "Story-telling afternoons" during the Christmas holidays, organized by one public authority, offer an example worthy of imitation. (3) The purchase of sets of plays would render possible in many localities the formation of reading societies and dramatic clubs that would foster literary interest and taste. (4) Occasional lectures on books in the library, or on the literary associations of the district, are also helpful. (5) New books should be brought to the notice of readers not merely by the publication of lists but by placing the books where they can be inspected. (6) The official librarian's besetting temptation is to become a custodian rather than a distributor of books. His first duty should be to make his library widely useful and attractive. For this he requires wide knowledge of books, sympathies with many tastes and needs, a readiness to learn and a willingness to serve."

All in all, the report is optimistic in tenor, looking forward to a not-too distant time when our literature and language will occupy a higher plane than at present. "As English literature takes its proper place in education, and a generation grows up accustomed to read it and with the wish to possess it, the response to every enlightened attempt to bring good literature within everybody's reach should be more and more encouraging."

The Film, The Book and The Book Trade*

By Georges Moreau

IN this time of rapid living, when everyone tries to prolong the course of existence by multiplicity of sensations, it can be fairly stated that if the amount of printed matter increases endlessly, we nevertheless read less than formerly. In the pages of books, magazines or newspapers, the text tends to occupy less and less space, and to give way little by little to pictures. Hardly twenty years ago illustrated books were rare in France: now they are legion. With the appearance of the moving picture, the war against the printed word continues and presses on unhalting, to such an extent that those movie scenarios are the best which have freed themselves entirely of explanatory notes.

* From the June 15th issue of *Bulletin de la Maison du Livre Français*.

Does this mean that the one will kill the other? That the film will some day supplant the book and the newspaper? We do not think so; but it does not take a great prophet to predict a brilliant future for the movies. Already, on all parts of the globe, diverse peoples have recourse simultaneously to this wonderful means of expression. Already the news films are sent daily by airplane from the principal centers of screen information, and are on all the Paris screens twenty-four hours after the event. They spread to the provinces and abroad as rapidly as the printed page, establishing a sort of unceasing communication among all the peoples of the earth. Furthermore, in spite of the constant effort of public authorities, most of the public libraries are nearly at a standstill and usually deserted.

while the movie houses increase with unbelievable rapidity, penetrating into the most remote villages where they find a numerous and devoted public. For the movie, by its very nature, has a power of attraction and expansion superior to that of the book: the film has, indeed, the great advantage over the book of speaking a concrete language which is immediately intelligible to the most ignorant, and understood by all in all countries without need of translation.

But like any medium, the movie, according to what use it made of it, may become the best or the worst of influences. From the day when it was first seen that animated images exercised an irresistible attraction over the masses, unscrupulous speculators, in search of profitable and easy successes, had no hesitation in exploiting basely this new infatuation of the public. They created for this very purpose coarse films full of the most violent actions; scenes of house-breaking and murder; human deformities, epileptic gestures, etc. By dint of outbidding for the popular favor the movies quickly became a school of depravity and ugliness. Friends of the young, justly alarmed at the pernicious influence of such spectacles, felt the need of reform. It seemed urgent to oppose this flood of bad films which appealed to the worst instincts of human beings, good films capable of developing intellects, of spreading essential truths, and awaking at the same time feeling for art and the love of beauty.

At a recent convention organized at the National Conservatory of Arts and Crafts, by the French Society, for Art in the School under the auspices of the Minister of Public Instruction and the Municipal Counsel of Paris, it was shown that the movie offered infinite resources of suggestion, demonstration and instruction, and that it was possible to found a whole new pedagogy upon cinematic processes. Ever since this enlightened beginning, the educational film has been the order of the day; educators, constructors of apparatus, publishers, all united in a common idea, have applied themselves to the problem with the result that from this active collaboration numerous films, at once instructive and recreational, are now available for school and family needs.

We find ourselves, therefore, at the opening of a new era in which we shall see educational reforms and drastic changes in publishing. The book-publisher will perforce become the film publisher, and these films will be of great variety. There will be films in black and white, colored films, films given at normal speed and the slowed down films, silent films and the films with spoken parts; lessons on

all matters that can be taught by films: French language, geography, history, sciences, agriculture, technology, design, etc. In order to fulfill exactly their purpose these educational films will have to be the result of the collaboration of specialists of authority: professors, technical men and publishers. And also, to ensure the success of this new production, the active co-operation of the bookseller will be indispensable.

Every bookstore is, indeed, the intellectual center where the choicest spirits meet to exchange ideas and to keep posted on the progress of the world. Henceforth, beside the friends of the book will be found the friends of the movie, who will come regularly to inquire for the latest film. The intelligent bookseller will take the greatest pains to encourage these meetings and to satisfy the wants of the newcomers. Even as certain booksellers of yesterday were induced to organize the sale or renting of gramophones and phonographic records, so the bookseller of tomorrow will be obliged to add to his library a well-stocked film department.

Furthermore we are convinced that he will be the authorized middleman between constructors of apparatus and organizers of courses, lectures and popular shows. In order to make his films known and appreciated he will also have to provide for the satisfaction of his clients a small screen on which he can easily throw the pictures. We cannot emphasize too strongly the need for young booksellers to follow this great movement closely, and, in order not to be taken by surprise, to complete their professional education by the study of cinematographic processes.

May we not be allowed in conclusion to register the following wish: that the "Maison du Livre Français," so modern and so alive, which has been able by a bold initiative to group harmoniously all the energies of the Parisian and provincial book-trades, should enlarge its domain with as little delay as possible, and become also the "Maison du Film."* From now on, on good book and the good film mutually aiding each other, will spread rapidly in all directions and will assure the radiance of French clearness and beauty.

* Worthy of mention here is the example of collective effort given at the Movie Exposition by some Paris confreres. In a stand tastefully decorated and furnished with several movie libraries and collections of films, it was gratifying to note the grouping of four publishing houses: Delagrave, Doin, Gauthier-Villars, Larousse, in close union with the celebrated firm Pathé-Consortium-Cinema. In this new type of co-operation each publisher, following his specialty, was to plan educational films and supply them with pamphlet-programmes intended to serve as commentaries; realizing thus the formula inscribed in stone over the front of the stand: The Film explained by the Book, the Book illustrated by the Film.

The British Book-Trade and The English Textbook

THE vexed question of "net" school books is again concerning the bookseller and the educational publisher, and there is likely to be a lot of "hot" argument for or against. The booksellers of the country meet in conference in London this month, and there is bound to be some straight talking on the vital matter. It looks as tho there were great need here of a frank honest examination of the question of the standardization of prices. The *News Agent and Bookseller's Review* has some interesting remarks on the subject in its current issue.

Another firm of publishers has withdrawn its "net" school books. The reason given is that it is losing ground in competition with other houses. It says its net books are being passed over by the school authorities in favor of non-net books, and that it cannot afford to continue under such conditions.

This statement is very likely to be correct, for there is abundant evidence that the school authorities are using pressure in every direction to enable them to show a profit on every article for school use, including books, which they handle.

Take the case of the London County Council Stores at Clerkenwell. The administrators of this establishment not only undermine the prosperity of the bookselling trade by their methods, but that of every other trade, the great object being that their officials may be able to show figures which make it appear that money has been made. The whole position in this respect is, however, wholly fallacious. Anybody can show a balance on the right side if working expenses and administration costs are omitted.

Practically the whole of the trade in the books used in elementary schools is in the hands of the Educational Committees thruout the country. That for secondary schools, however, is not yet entirely in their hands, for such schools as train for the "Locals" and examinations of that type buy their own books, and generally thru the bookseller. They are well looked after, their orders are prized, and local booksellers put up keen competition to get an order.

What the net book system has done is to give every individual bookseller the same chance in competition; but, with buying in large quantities, a new factor emerges in the person of the school contractor. If he supplies a large number of any books at net terms, he is able, out of an inordinate profit for simply passing the book along, to make a present of a considerable part of it to the schoolmaster who says it is not fair to the school to have to engage in clerical work to charge books up to the scholars' accounts without some sort of remuneration.

It is interesting to note here, that while the public pays the same price, the profit goes to the schoolmaster instead of the bookseller. Also, be it observed, the school contractor does not discount any of the other items supplied. There is no discount allowed on school furniture, stationery, or other apparatus. These things are not priced, and consequently do not lure the purchaser, like a priced book does.

The Revival of Novel Reading

FICTION has so long been the most active section of the bookseller's business that it would seem impossible to pick out any periods such as the present and say that there has been a revival in novel reading. Yet there seem many signs that not only has there been no abatement in the public's interest in fiction after a century or more of development but that the number of people who get diversion and inspiration from novels is really increasing. This opinion was voiced in an editorial in the *Dallas Times Herald* this spring:

"The unprecedented revival in novel reading and the growing sale of books in general are the outstanding features in the book world at the moment. Just why that precarious element, the fickle public, has elected to take on the more permanently printed word with an all envisioning rush, the learned doctors, including Dr. Frank Crane himself, fail to explain.

"The output of the movie world in the last few years has undoubtedly been a great impetus to good reading. Not only have a great number of literary masterpieces been shown on the screen, but what is more, certain of these have been accurately and artistically filmed, thanks to the efforts of one or two directors who have shown some genius in the method of portraying the capabilities of the movies.

"But whatever be the true cause of the increased reading of books by the American public, or whatever is the highbrow decision as to the worth of the novels and books that are somehow meeting the demands of 'what the public wants,' the fact remains that a revival of reading has swept over the country and in some localities has taken on the symptoms of a craze."

Anniversary of "The American Standard"

FIFTY years ago this fall the American committee which was to co-operate with a similar English committee in making a new translation of the Bible was appointed. This anniversary will give opportunity to grant fuller credit to these workers, whose task was long and difficult and whose recognition has been small.

Mileage Bill Passes Congress

THE Interchangeable Mileage Bill recently passed by Congress, will effect substantial savings in railroad travel, not only for traveling salesmen, but buyers in their trips to market, theatrical organizations, base-ball clubs, Government officials and others who travel to any extent.

Now the authority has been given, it is expected and hoped that immediately following the signing of the bill by President Harding, the Interstate Commerce Commission will act without delay. The traveler will not be required to carry a number of different books, inasmuch as the one form of book will be universally used and accepted.

"According to the amended bill passed by the House, and since ratified by the U. S. Senate, it is optional with the Interstate Commerce Commission to order the issuance of either mileage or scrip books; the latter, if adopted, will be sold containing a number of coupons that will either be exchangeable for transportation at the railroad ticket office or acceptable for transportation on all roads. It is expected that the books will be offered for sale at a substantial discount. Possibly a book containing \$100 in scrip will be sold for \$75.

By this process, whether the owner travels over one of the leading trans-continental lines or upon a short line, where there are tunnels or mountainous grades, or other railroad problems, where the rate per mile today is more than 3.6c, the actual percentage of saving will be the same.

The National Council of Traveling Salesmen's Associations, assisted by other organizations such as the National Association of Book Publishers labored persistently that this favorable legislation might be enacted.

A Direct-By-Mail Campaign

A STORY is reported of a bookseller who, in June, decided to see what direct advertising would do for him. He selected 1800 customers in good standing. To these he decided to send three pieces of advertising at an interval of ten days each, every piece carrying along the idea of books for summer. The material was illustrated, lists of books were suggested, and it was made easy to send in orders. The first folder brought in \$1600 worth of business. Letters were equally careful in their preparation and appeal. A feature of the third piece was a multigraphed letter which the recipient could mail back to the bookseller, suggesting:

"It will be a distinct pleasure to send you any or all of the books listed. Don't bother to write a letter; simply check the ones you

wish. Put the circular in the enclosed envelope and mail it to us. We will cheerfully send them to any address you wish." Each circular had a number which told who the recipient was. The result was a total of \$4625 worth of business and the cost was a little under \$200.

Printing Wage Reduction in England

BECAUSE of the gradual falling off of the cost of living in England, which has had its effect on wage scales thruout that country, the Master Printers' Federation took action to get a reduction in printing scales beginning July 1st. These demands almost brought a general strike, but reductions of some kind have become so much in order in English manufacturing fields that an agreement was finally reached. The representatives of the unions, according to the latest word from London, recommended that a reduction of the rate of wages for men in London and the provinces of five shillings should go into effect July 15th, and reductions of 2s. 6d. October 7th, 2s. 6d. on January 6th, and 2s. 6d. on July 7, 1923, that is, 12s. 6d. in all with proportionate reductions for piece workers, etc. The reductions for women total 6s. This brings the scale down to about one-third of the printing cost in this country.

Manufacturing Conditions for Fall

OCTOBER 1st is the time when many printing arrangements reach their termination, and several contracts as to shop rules and wage scales between employers and employees in the New York area will expire at that time. The contracts of the following New York Unions expire October 1st:

Printing Pressmen's Union No. 51.
Press Assistants' Union No. 23.
Job Pressman and Job Press Feeders' Union.
Paper Handlers' Union No. 1.
Paper Cutters' Union No. 19.
Bindery Women's Union No. 43.
Mailers' Union No. 6.

At the end of the year arbitration agreements with these Unions will expire and the arbitration agreement with the big Typographical Union No. 6 expires October 1st the year after.

Wage discussions are already under way, the employers asking reductions and the printers asking increases. The cost of composition and presswork is now about 100 per cent higher than it was before the war and the recent reductions in England make the wage scales in this country about three times those in London.

Obituary Notes

EDWARD JEWITT WHEELER

EDWARD JEWITT WHEELER, editor of *Current Opinion*, died on July 6 at the Lake Placid Club in the Adirondacks after an illness of several months. He was born in Cleveland, Ohio, on March 11, 1859.

He had been editor-in-chief of *Current Opinion*, formerly *Current Literature*, since 1905, previous to which he was for ten years managing editor of the *Literary Digest*. Before holding this post he was editor of *The Voice*, a leading prohibition organ, and he was prominent in the early prohibition movement.

In addition to being editor of *Current Opinion*, Dr. Wheeler was literary adviser to the Funk and Wagnalls Company. He was the first President of the Poetry Society of America and occupied that office for ten years prior to his resignation last year.

During the war Dr. Wheeler was one of a group of American editors who went to Europe as guests of the British Government. While in London they were the guests of The London Times at a dinner, at which Dr. Wheeler presided. He was decorated by the French Government in recognition of his editorial services in behalf of the Allies.

Communications

A SUGGESTION TO PUBLISHERS

Editor, PUBLISHERS' WEEKLY,

We wish to suggest to the publishers that in sending out copies of fiction or other books they wrap copies in three or five to the package in strong kraft paper, sealed and with a label pasted thereon. This would enable the merchant to buy larger quantities at one time, place same on stock shelves having clean copies without having the trouble of wrapping them themselves. We would suggest that the labels have printed title, author, edition and publisher.

We have found the enclosed label (*see below*) answers a similar need but we are compelled to do the wrapping.

Yours very truly,
CHARLES T. METZLER CO.

COPIES	COST
TITLE	SELL
AUTHOR	DATE BOUGHT
EDITION	BIN NO.
PUBLISHER	

Lothrop in New Quarters

LOTHROP, Lee & Shepherd Co., will move on July 24th to new and better quarters in the Dickey Bldg., at 273-275 Congress Street, Boston. They will occupy the second floor of the building for offices, stockroom, and shipping department. The present firm has been for eighteen years at 93 Federal Street, since the time it took over the business of the Lothrop Publishing Co. (which had been established as D. Lothrop & Co., 1850), and of Lee & Shepherd, established in 1861. The management of the firm is, as before, in the hands of Warren F. Gregory.

Changes in Price

SPON AND CHAMBERLAIN

Barber, T. W., *The Engineer's Sketch Book of Mechanical Movements*, to \$3.75.
Bayley, T., *A Pocketbook For Chemists*, to \$2.25.
Ibbetson, W. S., *The Kinema Operator's Handbook: Theory and Practice*, to \$1.35.
Molesworth, Sir G. L., *A Pocketbook of Useful Formulae and Memoranda of Civil, Mechanical and Electrical Engineers*, to \$2.25.

Personal Notes

C. S. COLE, formerly buyer for the book and stationery department of the O. T. Johnson Co., of Galesburg, Illinois, and now the Nebraska representative of A. C. McClurg and Co., of Chicago, has formally opened the new and extensive holiday line of the latter firm, in the basement of the Keelure Building, 17th and Harvey Sts., Omaha, Neb.

Periodical Notes

THE GLEAM, A Magazine of Verse for Young People, is about to be published by the School and Poetry Association, Paul S. Nickerson, Canton, Mass., editor. The magazine is intended for the use of schools in promoting a taste and interest in poetry. The president of the Association is George Herbert Palmer. The price of the magazine is \$1 a year.

Business Notes

NEWARK, N. J. The new administrative offices of the Silver Burdette Co., a firm so long established in Boston will be at 39 Division St., Newark.

NEW YORK CITY.—B. W. Byington has disposed of his interest in the Technical Book Co., 130 W. 42nd St., to E. N. Callaghan.

NEW YORK CITY.—Tessaro's have just opened another shop at 37 Wall St., in the Equitable Trust Co.'s building.

The Weekly Record of New Publications

THIS list aims to be a complete and accurate record of American book publications. Pamphlets will be included only if of special value. Publishers should send copies of all books promptly for annotation and entry, and the receipt of advance copies insures record simultaneous with publication. The annotations are descriptive, not critical; intended to place not to judge the books. Pamphlet material and books of lesser trade interest are listed in smaller type.

The entry is transcribed from title page when the book is sent for record. Prices are added except when not supplied by publisher or obtainable only on specific request. When not specified the binding is cloth.

Imprint date is stated [or best available date, preferably copyright date, in bracket] only when it differs from year of entry. Copyright date is stated only when it differs from imprint date; otherwise simply "c." No ascertainable date is designated thus: [n. d.]

Sizes are indicated as follows: F. (folio: over 30 centimeters high); Q. (4to: under 30 cm.); O. (8vo: 25 cm.); D. (12mo: 20cm.); S. (16mo: 17½ cm.); T. (24mo: 15 cm.); Tf. (32mo: 12½ cm.); Ff. (48mo: 10cm.); sq., obl., nar., designate square, oblong, narrow.

Alarcón, Pedro Antonio de

El final de norma; ed. with introd., notes, exercises and vocab. by Santiago Gutiérrez and E. S. Ingraham. 9+304 p. D [c. '22] N. Y., Holt 96 c.

Andrews, H. P., Paper Co.

A book of samples of papers manufactured to print properly all kinds of il.; together with a book of the same papers printed and lithographed in all of the principal processes used for illustrations. 635 p. il. pls. (part col.) F c. N. Y., [Author] apply

Ballard, W. C.

Elements of radio telephony. 130 p. il. nar. S [c. '22] N. Y., McGraw-Hill \$1.50

Barrie, Sir James Matthew

Courage; the rectorial address delivered at St. Andrew's University, May 3, 1922. 49 p. S c. N. Y., Scribner bds. 60 c.

Batson, R. G., and Hyde, J. H.

Mechanical testing; in 2 v.; v. 1, testing of materials of construction. 13+413 p. il. pls. diagrs. O (D. U. technical ser.) 22 N. Y., Dutton \$9

Bell, Aubrey Fitz Gerald

Portuguese literature. 376 p. O ['22] N. Y., Oxford Univ. Pr. \$9.45

Bellasis, E. S.

Hydraulics with working tables; 3rd ed. 8+348 p. tabs. diagrs. charts O '22 N. Y., Dutton \$8

Benson, Robert Hugh

Lourdes [apparitions at]. 83 p. il. O ['22] St. Louis, Mo., B. Herder 90 c.

Binyon, Laurence, i. e., Robert Laurence

Selected poems of [Author]. 11+184 p. (1 p. bibl.) D c. N. Y., Macmillan \$2

Bowman, Louise Morey

Moonlight and common day [verse]. 63 p. O c. N. Y., Macmillan \$2

Burdick, Jennie Ellis

What shall we have to eat? a practical plan for choosing the right foods for every occasion. 128 p. tabs. il. (part col.) O [c. '22] N. Y., University Soc., Inc., 44-60 E. 23d St. \$1.50

Bureau (The) of Vocational Information

Women in chemistry; a study of professional opportunities. 16+272 p. O (Studies in occupations, no. 4) c. N. Y., [Author]. 2 W. 43d St. \$1.60, pap. \$1.10

Report concerning the wide scope, types of positions and duties of the chemist's work, together with the prejudices to be met by women, their advantages and disadvantages, training requirements and salaries.

Clymer, Reuben Swinburne

Making health certain; a philosophical and inspirational treatise on the establishment and maintenance of health through a constructive mental attitude. 9+192 p. O [c. '21] Quakertown, Pa., The Humanitarian Soc. \$2

Bradley, Henry

On the text of Abbo of Fleury's "Quaestiones Grammaticales." 8 p. O ['22] N. Y., Oxford Univ. Press pap. 35 c.

British Museum

A guide to the fossil remains of man in the Dep't. of geology and palaeontology in the British Museum. 3d ed. 34 p. pls. O ['22] N. Y., Oxford Univ. Press 20 c.

A guide to the fossil reptiles, amphibians, and fishes in the Dep't. of geology and palaeontology in the British Museum. 10th ed. 16+112 p. pls. O ['22] N. Y., Oxford Univ. Press 80 c.

Guide to the reptiles and batrachians exhibited in the Dep't. of zoology of the British Museum; 3d ed. 56 p. figs. O ['22] N. Y., Oxford Univ. Press 40 c.

Guide to the specimens of the horse family; 2nd

ed. 44 p. il. O ['22] N. Y., Oxford Univ. Press 40 c.

Reproductions of Chinese paintings in the British museum. no paging pls. (pt. col.) obl. F ['22] N. Y., Oxford Univ. Press set 8 pls. \$7

Burney, C. F.

The Aramaic origin of the fourth gospel. 8+176 p. O ['22] N. Y., Oxford University Press \$5.35

California jurisprudence; a complete statement of the law and practice of the state of California. Ed. William M. McKinney, ed. Ruling case law, Federal statutes annotated, Annotated cases, Encyclopedia of pleading and practice, etc.; v. 3; Appearance to bail and recognizance; v. 4; Bailments to champerty; v. 5, Charities and continuance; Bancroft-Whitney Co., San Francisco, 1921-'22 1127-1173-1050 p. O San Francisco, Cal., Bancroft-Whitney Co. buck. ea. \$10

Conant, J. E., D.D.

Every-member evangelism; introd. by J. C. Massee, D.D. 13+202 p. D c. Phil., Sunday School Times Co. \$1.50

"Sets forth the divine dynamics that will make the program of evangelism effective and permanent."

Dalzell, Kenneth W.

Homes of moderate size; a collection of photographs and plans of modern suburban and country homes, following the Colonial, Italian and English architectural styles, and arranged accordingly; selected for their artistic merit and adaptability to the needs of the average Am. family from the work of [author]; arranged and ed. by Edward F. Hammel. 144 p. il. pls. plans Q c. '21 N. Y., U. P. C. Bk. Co. \$4

Day, David T., and others

Handbook of the petroleum industry. 10+2,070 p. il. O ['22] N. Y., Wiley \$15

De Caussade, S. P., and Strickland, E. J.

Abandonment to Divine providence; ed. by the Rev. J. Ramière, S. J.; introd. by Dom Arnold; from the 10th French ed. by E. J. S.; with the ecclesiastical imprimatur. 13+377 p. O ['21] St. Louis, Mo., B. Herder \$3.50

DeLeeuw, A. L.

Metal cutting tools. 328 p. il. O ['22] N. Y., McGraw-Hill \$3

De Vitis, Michael Angelo

Brief Spanish grammar. 27+213+44 p. front. il. pls. D [c. '22] Bost., Allyn & Bacon \$1.40

Dinnis, Enid

Once upon eternity [supernatural topics]. 271 p. O ['22] St. Louis, Mo., B. Herder \$1.75

Dragoo, A. W.

Wire lamp shade frames and how to make them. 43 p. il. diags. O [c. '22] Milwaukee, Wis., Bruce Pub. Co. pap. 60 c.

Dresbach, Glenn Ward

In colors of the west [verse]. 117 p. O c. N. Y., Holt \$2

Dunn, Fannie Wyche, and others

Everyday classics first reader; il. by Maud and Miska Petersham. 144 p. il. (col.) music D c. N. Y., Macmillan 64 c.

Dunne, Edmund M., Bp.

Polemic chat; 3rd ed. 6+162 p. O ['21] St. Louis, Mo., B. Herder pap. 35 c.

Faculty of the South Philadelphia high school for girls

Everyday manners for American boys and girls; il. by Ethel C. Taylor. 12+115 p. D c. N. Y., Macmillan \$1

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A Uniform Entrance Requirements in English

FOLLOWING is the list of books for 1920-22 and 1923-25 determined upon by the National Conference on Uniform Entrance Requirements in English. The old name, College Entrance Requirements, has been changed because the list is now widely used in many institutions other than those preparing distinctly for college.

Books for Reading—1920-22

GROUP I—CLASSICS IN TRANSLATION

Two to be Selected

For any Book in this Group a Book from any Other may be Substituted

The Old Testament—at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The Odyssey, with the omission, if desired, of Books I-V, XV, and XVI.
The Æneid.

The Odyssey and the Æneid should be read in English translations of recognized literary excellence.

GROUP II—DRAMA

Two to be Selected

Shakespeare's Merchant of Venice, As You Like it, Julius Caesar.

GROUP III—PROSE FICTION

Two to be Selected

Dicken's A Tale of Two Cities.
George Eliot's Silas Marner.
Scott's Quentin Durward.
Hawthorne's The House of the Seven Gables.

GROUP IV—ESSAYS, BIOGRAPHY, ETC.

Two to be Selected

Addison and Steele's The Sir Roger de Coverley Papers.
Irving's The Sketch Book (selections covering about 175 pages).
Macaulay's Lord Clive.
Parkman's The Oregon Trail.

GROUP V.—POETRY

Two to be Selected

Tennyson's The Coming of Arthur, Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur.
Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—," Instans Tyrannus.
Scott's The Lady of the Lake.
Coleridge's The Ancient Mariner.
Arnold's Sohrab and Rustum.

Books for Study

GROUP I—DRAMA

One to be Selected

Shakespeare's Macbeth, Hamlet.

GROUP II—POETRY

One to be Selected

Milton's L'Allegro, II Penseroso, Comus.
Book IV. of Palgrave's Golden Treasury (First Series), with special attention to Wordsworth, Keats, and Shelley.

GROUP III—ORATORY

One to be Selected

Burke's Speech on Conciliation with America.
Washington's Farewell Address.
Webster's First Bunker Hill Oration.
Lincoln's Gettysburg Address.

GROUP IV—ESSAYS

One to be Selected

Macaulay's Life of Johnson.
Carlyle's Essays on Burns, with a brief selection from Burns's Poems.

COMPREHENSIVE ENGLISH LIST

1920-22

The following list is not intended to be in any sense prescriptive. Its purpose is rather to indicate, by examples, the kind of literature that secondary pupils should be taught to appreciate. Books of equal merit, covering a similar range of literary types, will be accepted as equivalents:

GROUP I—CLASSICS IN TRANSLATION

The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the books of Ruth and Esther.
The Odyssey, with the omission, if desired, of Books I-IV, XV, XVI, XVII.

The Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVI, XXI.
The Æneid.

The Odyssey, Iliad and Æneid should be read in English translations of recognized literary excellence.

GROUP II—DRAMA

Everyman.

Shakespeare's Midsummer-Night's Dream, Merchant of Venice, As You Like It, Twelfth Night, The Tempest, Romeo and Juliet, King John, Richard II, Richard III, Henry V, Coriolanus, Julius Cæsar, Macbeth, Hamlet.

Goldsmith's She Stoops to Conquer.
Sheridan's The Rivals.

GROUP III—PROSE FICTION

Malory's Morte d'Arthur.
Bunyan's Pilgrim's Progress, Part I.

Swift's *Gulliver's Travels* (Voyages to Lilliput and to Brobdingnag).
 Defoe's *Robinson Crusoe*, Part I.
 Goldsmith's *Vicar of Wakefield*.
 Frances Burney's *Evelina*.
 Scott's *Novels*.
 Jane Austen's *Novels*.
 Maria Edgeworth's *Castle Rackrent*, or *The Absentee*.
 Dickens' *Novels*.
 Thackeray's *Novels*.
 George Eliot's *Novels*.
 Mrs. Gaskell's *Cranford*.
 Kingsley's *Westward Ho*, *Hereward the Wake*.
 Reade's *The Cloister and the Hearth*.
 Griffith *Gaunt*.
 Lytton's *Last Days of Pompeii*.
 Blackmore's *Lorna Doone*.
 Hughes' *Tom Brown's Schooldays*.
 Stevenson's *Treasure Island*, *Kidnapped*, *Master of Ballantrae*, *Dr. Jekyll and Mr. Hyde*.
 Kipling's *Kim*, *Captains Courageous*, *Jungle Books*.
 Cooper's *Novels*.
 Poe's *Selected Tales*.
 Hawthorne's *The House of the Seven Gables*, *Twice Told Tales*, *Mosses from an Old Manse*.
 Howell's *The Rise of Silas Lapham*, *A Boy's Town*.
 Wister's *The Virginian*.
 Cable's *Old Creole Days*.
 Short stories by various standard writers, as Bret Harte, Aldrich, Page, Hale and Barrie.

GROUP IV—ESSAYS, BIOGRAPHY, ORATORY, ETC.

Addison and Steele: *The Sir Roger de Coverley Papers*, *Selections from the Tatler and Spectator*.
 Boswell's *Selections from the Life of Johnson*.
 Franklin's *Autobiography*.
 Washington's *Farewell Address*.
 Burke's *Speech on Conciliation with America*.
 Irving's *Life of Goldsmith*, *The Sketch Book*.
 Southey's *Life of Nelson*.
 Lamb's *Essays of Elia*.
 Lockhart's *Life of Scott*.
 Thackeray's *Lectures on Swift, Addison, and Steele in the English Humorists*.
 Macaulay's *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, *Madame d'Arblay*, *Life of Johnson*, *Two Speeches on Copyright*, *History of England*, Chapter III.
 Trevelyan: *Selections from the life of Macaulay*.
 Carlyle's *Essay on Burns*.
 Ruskin's *Sesame and Lilies*, *Selections*.
 Dana's *Two Years Before the Mast*.
 Webster's *First Bunker Hill Oration*.
 Lincoln: *Selections*, including at least the speech at Cooper Union, the two Inaugurals, the *Speeches in Independence Hall* and at Gettysburg, the *Last Public Address*, and *Letter to Horace Greeley*, together with a brief memoir or estimate of Lincoln.

Parkman's *The Oregon Trail*.
 Emerson's *Manners*, *Self-Reliance*.
 Thoreau's *Walden*.
 Lowell: *Selected Essays*.
 Holmes' *The Autocrat of the Breakfast Table*.
 Burroughs: *Selected Essays*.
 Warner's *In the Wilderness*.
 Curtis' *Prue and I*, *Public Duty of Educated Men*.
 Stevenson's *An Inland Voyage and Travels with a Donkey*.
 Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*.
 Hudson's *Idle Days in Patagonia*.
 Clemens' *Life on the Mississippi*.
 Riis' *The Making of an American*.
 Bryce's *The Hindrances to Good Citizenship*.
 A collection of essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers.
 A collection of letters by various standard writers.

GROUP V—POETRY

Palgrave's *Golden Treasury* (First Series) Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns.
 Palgrave's *Golden Treasury* (First Series) Book IV, with special attention to Wordsworth, Keats, and Shelley.
 Milton's *L'Allegro*, *Il Penseroso*, *Comus*, *Lycidas*.
 Pope's *The Rape of the Lock*.
 Goldsmith's *The Traveller*, and *The Deserted Village*.
 A collection of English and Scottish Ballads, as, for example, some Robin Hood ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads.
 Coleridge's *The Ancient Mariner*, *Christabel*, and *Kubla Khan*.
 Byron's *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*.
 Scott's *The Lady of the Lake*, *Marmion*.
 Macaulay's *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*.
 Tennyson's *The Princess*, *The Coming of Arthur*, *The Holy Grail*, *Gareth and Lynette*, *Lancelot*, and *Elaine and The Passing of Arthur*.
 Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of The French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "De Gustibus—," *Instans Tyrannus*.
 Arnold's *Sohrab and Rustum*, and *The Forsaken Merman*, *Balder Dead*.
 Selections from American Poetry, with special attention to Bryant, Poe, Lowell, Longfellow, Whittier and Holmes.

Books for Reading—1923-25

GROUP I

Two to be Selected

Dickens: *A Tale of Two Cities*.
 George Eliot: *Silas Marner*.
 Scott: *Quentin Durward*.
 Stevenson: *Treasure Island* or *Kidnapped*.
 Hawthorne: *The House of the Seven Gables*.

GROUP II

Shakespeare: *Merchant of Venice*,
Julius Cæsar,
King Henry V,
As You Like It.

GROUP III

Two to be Selected

Scott: *The Lady of the Lake*.
 Coleridge: *The Ancient Mariner*; and
 Arnold: *Sohrab and Rustum*.
 A collection of representative verse, narrative and lyric.
 Tennyson: *Idylls of the King* (any four).
 The *Æneid* or the *Odyssey* in a translation of recognized excellence, with the omission, if desired, of Books I-V, XV, and XVI of the *Odyssey*.

GROUP IV

Two to be Selected

The Old Testament (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther).
 Irving: *The Sketch Book* (about 175 pages).
 Addison and Steele: *The Sir Roger de Coverley Papers*.
 Macaulay: *Lord Clive*.
 Parkman: *The Oregon Trial*.
 Franklin: *Autobiography*.

GROUP V

Two to be Selected

For any Book in this Group a Book from any Other may be Substituted

A modern novel.
 A collection of short stories (about 150 pages).
 A collection of contemporary verse (about 150 pages).
 A collection of prose writings on matters of current interest (about 150 pages).
 Two modern plays.

All selections from this group should be works of recognized excellence.

Books for Study

GROUP I

One to be Selected

Shakespeare: *Macbeth*.
Hamlet.

GROUP II

One to be Selected

Milton: *L'Allegro*, *II Penseroso*, and either *Comus* or *Lycidas*.

Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "*De Gustibus*"—, *Instans Tyrannus*, *One Word More*.

GROUP III

One to be Selected

Macaulay: *Life of Johnson*.
 Carlyle: *Essay on Burns*, with a brief selection from *Burns's Poems*.
 Arnold: *Wordsworth*, with a brief selection from *Wordsworth's Poems*.

GROUP IV

One to be Selected

Burke: *Speech on Conciliation with America*.
 A collection of orations, to include at least Washington's *Farewell Address*, Webster's *First Bunker Hill Oration*, and Lincoln's *Gettysburg Address*.

MODERN LANGUAGE REQUIREMENTS

Typical Texts in French and German

The requirements in French and German follow the recommendations of the Committee of Twelve of the Modern Language Association, given as follows:

FRENCH

1st year: A well-graded reader for beginners; Bruno *Le Tour de la France*; Compayré *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans Famille*.

2d year: Daudet, *Le Petit Chose*; Erckmann-Châtrian, stories Halévy, *L'Abbe Constantin*; Labiche et Martin, *Le Voyage de M. Perrichon*; Lavis, *Historie de France*.

3d year: Bazin, *Les Oberlé*; Dumas, novels; Mérimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; Tocqueville, *Voyage en Amérique*.

4th year: Dumas fils, *La Question d'Argent*; Hugo, *Quatre-Vingt-treize*,—*Les Misérables*; Loti, *Pêcheur d'Islande*; Taine, *L'Ancien régime*; Vigny, *Cinq-Mars*; an anthology of verse.

GERMAN

1st year: After one of the many readers especially prepared for beginners,—Meissner's *Aus meiner Welt*; Blüthgen's *Das Peterle von Nürnberg*; Storm's *Immensee*, or any of Baumbach's short stories.

2d year: Gerstäcker's *Germelshausen*; Eichendorff's *Aus dem Leben eines Taugenichts*; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Leberecht Hühnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one). For students preparing for a scientific school, a good scientific reader is recommended.

3d year: Heyse's, Riehl's, Keller's *Storm's* Meyer's, Ebner-Eschenbach's, W. Raabe's, *Novellen* or *Ersahlungen* can be read. Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

4th year: Goethe's, Schiller's, Lessing's works and lives.

Spanish Requirements

The requirements in Spanish, which follow the form and spirit of the recommendations made for French and German by the Committee of Twelve of the Modern Language Association, are based upon recommendations made by a committee of that association in December, 1917.

Suitable texts for the first year are: A carefully graded reader for beginners; Juan Valera, *El pájaro verde*; Pérez Esrich, *Fortuna*; Altamirano, *La navidad en las montañas*.

Suitable texts for the second year are: A collection of short stories by different authors; a collection of brief comedies; a collection of easy lyrics (Spanish and Spanish-American) or a verse fables; a Spanish or Spanish-American

can historical reader; Alarcón, *El Capitán Veneño*; Carrión and Aza, *Zaragueta*; Fronto, *Las tiendas*; Quintana, *Vasco Núñez de Balboa*; Jorge Isaacs, *Maria*; Palacio Valdés, *José*; Mármol, *Amalia*.

Suitable texts for the third year are: Taboada, *Cuentos alegres*; Isla's version of the *Gil Blas*; Selgas, *La mariposa blanca*; Pérez Galdós, *Doña Perfecta*; Palario Valdés, *La Hermana San Sulpicio*; a collection of essays dealing with Spanish or Spanish-American life and customs; Moratin, *El sí de las niñas*; Larra, *Partir a tempo*; plays of the Alvarez Quintero Brothers.

Suitable texts for the fourth year are: Novels of Blasco Ibáñez, Fernán Caballero, Pardo Bazán, Pereda and Valera; Cervantes, *Don Quijote* (selections); plays of Benavente, Breton de los Herreros, Echegaray, García Guitiérrez, Gil y Zarate, Gomez de Avellaneda, Hartzenbach Lopez de Ayala Martinez Sierra, Nuñez de Arce, Pérez Galdós, Tamayo y Baus; an anthology of verse; Bécquer (selections).

LIST OF EDUCATIONAL PUBLISHERS

With Key to Abbreviations used in the Educational List

Fuller information on books listed may often be found on advertising pages in the case of those publishers whose names appear in black face.

Ab Abingdon Press	N. Y.	Ll Lothrop, Lee & Shepard Co.....	Boston
Ac Atlantic Monthly Press.....	Boston	Ln Longmans, Green & Co.....	N. Y.
Ad Adams (R. G.) & Co.	Columbus, O.	Lo Lockwood (G. R.) (Baker & T. Co., Agts.)..	N. Y.
Al Allyn & Bacon.....	Boston	Lt Little, Brown & Co.....	Boston
Am American Book Co.....	N. Y.	Lu Luthy (C. T.).....	Peoria, Ill.
An Ainsworth & Co.....	Chicago	Ly Lyons & Carnahan.....	N. Y. and Chicago
Ap Appleton (D.) & Co.....	N. Y.	Ma Manual Arts Press.....	Peoria, Ill.
Ba Barnes (A. S.) & Co.....	N. Y.	Mc Macmillan (The) Co.	N. Y.
Bc Badger (R. G.).....	Boston	Me Merriam (G. & C.) Co.....	Springfield, Mass.
Be Benziger Bros.....	N. Y.	Mg McGraw-Hill.....	New York
Bf Baker & Taylor Co.....	N. Y.	Mh Michigan Education Co.....	Lansing, Mich.
Bg Beckley-Cardy Co.	Chicago	Mk McKay (David)	Phila.
Bh Barnes, A. J., Publishing Co....	St. Louis, Mo.	MI Merrill (Charles E.) Co.....	N. Y.
Bi Bardeen (C. W.).....	Syracuse, N. Y.	Mn McKnight & McKnight.....	Normal, Ill.
Bk Brentano's	N. Y.	Mo Morton (John P.) & Co.....	Louisville, Ky.
Bl Blakiston's (P.) Son & Co.....	Phila.	Mp Metropolitan Publishing Co.....	St. Louis, Mo.
Bo Bradley (Milton) Co.....	Springfield, Mass.	Mr Metropolitan Text Book Co.....	Chicago
Bp Brumder (George).....	Milwaukee, Wis.	Mu Murphy (John) Company.....	Baltimore, Md.
Br Burton Publishing Co.....	Kansas City, Mo.	Nn Newson & Co.....	N. Y.
Bs Boni & Liveright.....	N. Y.	No Noble & Noble	N. Y.
Bt Burke (J. W.) & Co.....	Macon, Ga.	Nt Newton Co.	Chicago
Bx Bobbs-Merrill Co.....	Indianapolis	Nu Nourse Company, Inc.....	N. Y.
By Byrne Publishing Co.....	Chicago	Os O'Shea & Co.	Bayonne, N. J.
Bz Berlitz (M. D.).....	N. Y.	Ox Oxford University Press (Amer. Branch) N. Y.	
Cc Century Co.....	N. Y.	Pa Page (The) Co.....	Boston
Cd Catholic Education Press, Inc..	Brookland, D. C.	Pf Palmer Co.....	Boston
Cf Caspar (C. N.) Co.....	Milwaukee, Wis.	Ph Phonographic Institute Co.....	Cincinnati
Co Coulter.....	Bloomington, Ill.	Pi Pitman (Isaac) & Sons.....	N. Y.
Cr Church (John) Co.	N. Y.	Pp Penn Publishing Co.....	Phila.
Cs Crandler Secretarial School.....	Boston	Pr Prang (The) Co.....	Chicago
Ct Correct English Publishing Co....	Evanston, Ill.	Pu Putnam's (G. P.) Sons.....	N. Y.
Cu Cupples & Leon Co.....	N. Y.		Cambridge University Press (G. P. Putnam's Sons, Agt.)
Cw Crowell (T. Y.) Co.....	N. Y.	Py Practical Text-Book Co.....	Cleveland, O.
Dp Doubleday, Page & Co.....	Garden City, N. Y.	Ra Rand, McNally & Co.....	Chicago
Dt Dutton (E. P.) & Co.....	N. Y.	Rn Ronald Press Co.....	New York
Dy Dougherty Publishing Co.....	Topeka, Kan.	Ro Row, Peterson & Co.....	Chicago
Ed Educational Publishing Co.....	Boston	Ry Reilly, Peter	Philadelphia
El Ellis Publishing Co.....	Battle Creek, Mich.	Sa Sanborn (Benj. H.) & Co.....	Chicago
Ey Expression Co.....	Boston	Sc Scribner's (Charles) Sons	N. Y.
Eb Exeter Book Publishing Co.....	Exeter, N. H.	Sd Sadlier (W. H.).....	N. Y.
Fk Franklin Publishing and Supply Co., Inc.,	Phila.	Se A. W. Shaw Co.	Chicago
Ey Expression Co.	Boston	Sf Schoenhof Book Co.	Boston
Fl Flanagan (A.) Co.	Chicago	Si Silver, Burdett & Co.....	Boston
Fo Four Seas Co.....	Boston	Sn Saunders (W. B.) Co.	Phila.
Fr Forbes & Co.....	Chicago	So Sower (Christopher) Co.	Phila.
Fu Funk & Wagnalls Co.	N. Y.	Sp Simmons-Peckham Co., Inc.	N. Y.
Gl Ginn & Co.....	Boston	Sr Scott, Foresman & Co.	Chicago
Gk F. E. Giesecke, Univ. of Tex.....	Austin, Tex.	St Steiger (E.) & Co.	N. Y.
Gm Graham (Andrew J.) & Co.....	N. Y.	Su South-Western Publishing Co.	Cincinnati
Gr Gregg Publishing Co.....	N. Y. and Chicago	Sy Stewart & Kidd Co.	Cincinnati
Ha Hall and McCreary	Chicago	Sz Southern Publishing Co.....	Dallas, Tex.
Hy Handy Book Corporation.....	Reading, Pa.	Tf Tufts College Press.....	Tufts College, Mass.
Hb Harper Bros.....	New York	Tn Translation Publishing Co.	N. Y.
Hc Home Correspondence School.....	Springfield, Mass.	Uc University of Chicago Press	Chicago
Hd Hammond (C. S.) & Co.....	N. Y.	Ut Universal Textbook Co.....	Chicago, Ill.
He Heath (D. C.) & Co.....	N. Y.	Vn Van Nostrand (D.) Co.	N. Y.
Hm Houghton Mifflin Co.....	Boston	Wb World Book Co.	Yonkers, N. Y.
Ho Holt (Henry) & Co.....	N. Y.	We Werner (E. S.) & Co.	N. Y.
Hr Herder (B.)	St. Louis, Mo.	Wh Wheeler (W. H.) & Co.	Chicago
Hs Hinds, Hayden & Eldredge.....	N. Y.	Wj Whitcomb & Barrows.....	Boston
Ht Harcourt, Brace & Co.....	N. Y.	Wk Winston (J. C.) & Co.	Phila.
Ir Iroquois Publishing Co.....	Syracuse, N. Y.	Wo Wood (Wm.) & Co.	N. Y.
Jh Johnson (B. F.) Publishing Co....	Richmond, Va.	Wr Wahr (George)	Ann Arbor, Mich.
Ki Kilner (H. L.) & Co.....	Phila.	Wt Witter (Conrad)	St. Louis, Mo.
Kr Krone Bros.....	Hackensack, N. J.	Wx Webb Publishing Co.	St. Paul, Minn.
La Laird & Lee	Chicago	Wy Wycil & Co	N. Y.
Li Lippincott (J. B.) Co.....	Phila.		
Lj Lane (John) Co.	N. Y.		

THE AMERICAN Educational Catalogue for 1922

REVISED AND CORRECTED TO JULY, 1922, AND INCLUDING
**TEXTBOOKS FOR KINDERGARTENS AND GRADE SCHOOLS, HIGH
SCHOOLS AND ACADEMIES**

The list is as complete as possible in this field. Alphabetical by author or by series.

GREEK AND LATIN TEXTS

A complete list indexed by the author. Also dictionaries and translations.

**ENGLISH LITERATURE TEXTS AND THOSE OF MODERN EUROPEAN
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Alphabetical by author and including all the most called for editions of the books that are being used for class-room study and college preparation.

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A very comprehensive list arranged by authors of the best books in every field for use in or out of the class-room.

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A comprehensive selection of the most prominent texts.

PEDAGOGICS, VOCATIONAL GUIDANCE, AND TEACHERS' AIDS

A selection of the best known books.

THE LIST DOES NOT INCLUDE books under 10 c. in price, out of print books, editions that are now revised or superseded, or those now in little demand. For such see Educational Lists of previous years.

THE PRICES ARE NET as revised by the publishers to July, 1922, but under present conditions are subject to change without notice.

"A" indicates "Price on application."

A double asterisk (**) designates books forthcoming and as yet unpriced.

The bindings are cloth unless otherwise specified.

When editor's name or series name is indicated, it is given in parenthesis after the title.

THE KEY TO PUBLISHERS' NAMES WILL BE FOUND FACING THIS PAGE.

AN INDEX BY SUBJECT CLASSIFICATION FOLLOWS THE AUTHOR LIST. This classified list will be found useful in suggesting books on allied subjects or in bringing to mind authors and editions half remembered.

IN ORDERING FROM THIS LIST be particular to specify edition and to give full name of the book as entered.

KEEP YOUR BACK NUMBERS of the American Educational List, as publishers are dropping many titles from their catalogs.

THE AMERICAN Educational Catalogue for 1922

A

Aanrud. Lisbeth Longfrock (Poulsen)....Gi	64	—(Wylie)Wb	80
Abbott. Home Training and Teaching (Bar-		Select Essays (Thurber)Al	65
nard)Bi	1 00	—(Scribner's Eng. Classics) (Fairley).Sc	48
Abbott (A. J.) Ear TrainingAm	56	Selections from the Spectator (Modern	
Individual Singing Exercises, Grades 4		Student's Lib.)Sc	1 00
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Individual Songs for Grammar Grades..Am	20	tator (Abbott, H. V.) (Lake Eng.	
Rudiments of MusicAm	32	Class.)Sr	60
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How to ParseLt	80	Advanced Practice in Gregg Shorthand, Pts.	
How to Tell Parts of Speech.....Lt	75	1, 2, 3ea. pt.Gr	50
How to Write ClearlyLt	75	Æschines. Against Ctesiphon, with notes	
Abbott (F. F.) History of RomeSr	1 60	(Richardson)Gi	2 40
Abbott (J.) Adventures of a Country Boy		Æschylus. Works (Trans.) (Ancient Classics	
(Johnson)Am	68	for English Readers)Li	80
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Rollo at Work and Rollo at Play (Every-		Prometheus (Harry)Am	1 80
man's Library)Dt	80	—(Temple Dramatists)Dt	85
Abbott (J. F.) General BiologyMc	2 50	—(Trans.) (World's Classics)Ox	85
Abbott (M. A.) First Latin Writer.....Am	80	—leath.Ox	1 50
Abbott (S.) Dramatic Story of Old Glory..Bs	1 75	Prometheus Bound and Seven Against	
Abelson (P.) English-Yiddish Encyclopædic		Thebes (Pocket Literal Trans.)...Mk	75
DictionaryCf	6 50	Æsop. (New ed.) (Stickney)Gi	60
Abernethy (J. W.) American Literature...Mi	1 88	—(Tales from Many Lands Series)...Dt	1 00
Correct PronunciationMi	1 28	—and other Fables (Everyman's Lib.)Dt	80
English LiteratureMi	2 00	The Herford Æsop: Fifty Fables in	
Able (M. H.) Successful Family Life on a		VerseGi	52
Small IncomeLi	2 00	ÆsopiarumMu	40
About (E. F. V.) La Mère de la Mar-		Ahn. American Interpreterpap.35.St	50
quise and La Fille du Chanoine		German Comedies, Series of 7 v., pap. ea.St	25
(Super)Gi	72	Novels, Series of 11 vols.pap. ea.St	20
Le Roi des Montagnes (Wilson) (Mac-		Ahn & Genzardi Method for Italians to Learn	
millan French Ser.)Mc	80	EnglishCf	3 25
Trente et QuaranteLn	68	Ahn-Henn. French Series:	
—Teacher's ed.Ln	72	French Method, Completehf. roan.St.	1 00
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English-Bohemian and Bohemian-English Pocket Dictionary	Cf 3 25
Zeiner's The Elements of Musical Theory...Mc	32
High School Song Book (Rev. Ed.)....Mc	1 40
Zeitlin (J.) Hazlitt on English Literature..Ox	1 00
Zeller (E.) Outlines of the History of Greek Philosophy	Ho 1 75
Ziegler & Jaquette. Our Community.....Wk	90
Zimmerman. Classical German Reader ...Bp	1 00
Zimmern. Greek History	Ln 1 80
Gods and Heroes of the North (Long- mans Class Books)	Ln 56
Zimmern (A. E.) The Greek Commonwealth..Ox	**
Ziwet & Hopkins. Analytic Geometry & Principles of Algebra	Mc 2 25
Zmrhal. Method for Bohemians to Learn English	Cf 65
Zola. L'Attaque de Moulin (Morris).....Al	80
—	Ln 45
— Teacher's ed.	Ln 68
Zschokke. Der Zerbrochene Krug (Berke- feld)	Am 56
— and Das Wirtshaus zu Cransac (Manley)	Al 80
— (Sanborn)	Gi 52
Zuchtmann: New American Music System. Rev ed. In Parts:	
No. 1. Pupil's Edition	Mc 60
No. 2. Part 1	Mc 64
No. 2. Part 2	Mc 64
No. 3. Part 1	Mc 72
No. 3. Part 2	Mc 72
New American Music Readers:	
No. 1	Mc 72
No. 2	Mc 80
No. 3	Mc 1 00
Introductory Four	Mc 64
No. 4	Mc 1 20
Accompaniments to Number FourMc	1 20

KEY TO SUBJECT CLASSIFICATION

*The following main classes are shown by denter headings in **Black Face Caps***

ART
BUSINESS TRAINING
GEOGRAPHY
HISTORY
KINDERGARTEN
LANGUAGE AND LITERATURE

MATHEMATICS
MILITARY TRAINING
MUSIC
NATURAL SCIENCE
PEDAGOGY AND TEACHERS' AIDS
PENMANSHIP

PHILOSOPHY
PHYSICAL TRAINING
READING AND ELOCUTION
SOCIOLOGY, ECONOMICS AND CIVICS

SUPPLEMENTARY READING
TECHNICAL AND HIGHER EDUCATION
VOCATIONAL GUIDANCE

*Divisions of these main headings are shown by **BLACK FACE CAPS** and sub-division by **SMALL CAPS**. The index below shows under which of the main heads any specific subject may be sought, except that self evident references as from French language to Language, are not given*

INDEX TO SUBHEADINGS

SUBJECT	See Under	SUBJECT	See Under
Agriculture.	Vocational guidance.	Letter writing.	Lang. and Lit., Eng. Compos. or Business tr.
Algebra.	Mathematics.	Logarithms.	Mathematics.
Analysis.	Lang. and Lit., Eng. Grammar.	Logic.	Philosophy.
Anatomy.	Nat. Science Biology.	Manual training.	Vocational guidance.
Antonyms.	Lang. and Lit., English.	Map drawing.	Geography.
Architecture.	Art.		
Arithmetic.	Mathematics.	Mechanics.	Art.
Astronomy.	Nat. Science.	Mechanical drawing.	Nat. Science, Physics.
Atlases.	Geography.	Mensuration.	Mathematics, Arithmetic, Mensuration and Table Books.
Bible.	Suppl. Reading.		Philosophy.
Biography.	Lang. and Lit., and Supp. Rdg.	Metaphysics.	Mathematics, Arithmetic, Mensuration and Table Books.
Biology.	Nat. Science.	Metric system.	Natural Science, Geology
Bookkeeping	Business training.		Philosophy, Ethics.
Botany.	Nat. Science.	Mineralog.	Physics.
Business English.	Business correspondence.	Moral training.	Nat. Science, Biology.
Business law.	Business training.	Natural philosophy.	Nat. Science, Chemistry.
Calculus.	Mathematics.	Nature study.	Lang. and Lit., English, Spell.
Calisthenics.	Physical training.	Organic chemistry.	Art.
Character training.	Philosophy, Ethics.	Orthography.	Math. Geom., descrip. Language.
Chemistry.	Nat. Science.		Reading & Elocution.
Civics.	Economics and civics.	Painting.	Business tr. Shorthand.
Classics.	Lang. and Lit.	Perspective.	Geography, Physical.
Commercial arithmetic.	Arithmetic.	Philology.	Nat. Science, Anat., phys. and hygiene.
Commercial geography.	Geography.	Phonetics	Nat. Science.
Commercial law.	Business training.	Phonography.	Lang. and Lit. texts.
Composition.	Lang. and Lit.	Physical geography.	Lang. and Lit. texts.
Constitution.	Economics, Civics.	Physiology.	Economics and civics.
Copy books.	Penman-hip.		Readers, elementary.
Criticism.	Lang. and Lit.	Physics.	Lang. and Lit. texts.
Debaters.	Reading and elocution.	Plays.	Philosophy
Descriptive geometry.	Mathematics, Geometry.	Poetry.	Language, English.
Dictation.	Lang. and Lit., Eng., Comp. and rhet.	Political economy.	Nat. Science, Chem.
Dictionaries.	Lang. and Lit.	Primers.	Sub. or Examinations.
Domestic training.	Vocational guidance.	Prose.	Reading and elocution.
Drama.	Lang. and Lit. texts.	Psychology.	Reading and elocution.
Drawing.	Art.	Punctuation.	Philosophy.
Economics.	Sociology, Economics and Civics.	Qualitative analysis.	Language, English.
Electricity.	Nat. Science, Physics.	Quantitative analysis.	Nat. Science, Chem.
Elocution.	Reading and elocution.	Question books.	Business training.
Entomology.	Nat. Science Biol. Zoo.	Readers.	Lang. and Lit., Eng.
Ethics.	Philosophy.	Recitations.	Mathematics.
Etymology.	Lang. and Lit., Eng.	Religious education.	Business training.
Examinations.	Pedagogy.	Rhetoric.	Math., Arith., Mensuration and Table Books.
Folk lore.	Suppl. Reading.	Shorthand.	Penmanship.
Geology.	Nat. Science.	Singing.	Nat. Science, Biology.
Geometry.	Mathematics.	Sound.	
Government.	Economics, Civics.	Speakers.	
Grammar.	Lang. and Lit.	Spelling.	
Gymnastics.	Physical training.	Stenography.	
He	Nat. Science, Physics.	Synonyms.	
Human body.	Nat. Science, Biology.	Trigonometry.	
Hygiene.	Nat. science, Biol.	Typewriting.	
Inorganic Chemistry.	Nat. Science, Chemistry.	Weights and measures.	
Law.	Economics and civics.	Writing.	
Legislation.	Economics, Civics.	Zoology.	

SUBJECT CLASSIFICATION

For the American Educational List, 1922

ART

GENERAL WORKS

Art Craft	Haney	Richardson, R. B.
Art Tests	Lemos & Lemos	Riverside Art
Bailey, H. T.	Marquand	Series
Branch	Modern Arts	Symons
Carter, S. N.	Course	Thompson &
Chubb, E. W.	Parker, D. H.	Cooper
College Histories	Pater	Thomson, A.
De Forest-Caffin	Perrot, G.	Van Dyke, J. C.
Goodyear, W. H.	Prang	Weinberg
Gordon, K.	Reinach	

ARCHITECTURE

College Histories	Robinson, L. E.	Windows &
Gogol	Seamen, G.	Campbell
Hamlin	Van Deusen	

DRAWING

Arnold, S. L.	Hotchkiss, V. P.	Rankin, H. A.
Augsburg, D. R.	Lane, E.	Rawson
Ball, J. W.	Mosher, E. R.	Snow & Froelich
Bement, A.	My Children's	Soper
Catterson-Smith	Peterson, J.	Stevens, T. W.
Collins, F. H.	Poland	Warner, E. A.
Graded Drawing	Prang	

MECHANICAL DRAWING

Babbitt, A. B.	Handy	Prang
Bailey	Leeds	Reid
Bennett	Low	Rouillion, L. S.
Berg & Kron-	Miller, F. R.	Smith, L. J.
quist	Phillips & Orth	Spooner
Crashaw &	Practical Color	Treleven, J. T.
Phillips	Work	

PAINTING

Chubb	Singleton, E.	Steiger
	Van Dyke	

PERSPECTIVE. See *Geometry, Descriptive.*
See also *Supplementary Reading, Art.*

BUSINESS TRAINING

BOOKKEEPING

Anderson, Him-	Kester, R. B.	Paten & Steven-
melbau & K.	Kirk & Street	son
Bartholomew,	Klein, J. J.	Payton &
W. E.	Lockyear, M. H.	Stevenson
Belding	Lynaugh &	Pitman, Isaac
Bells, S.	Thompson	Pixley, F. W.
Bennett, R. J.	Lyons, J. A.	Porters, R. J.
Bexell & Nichols	Lyons & Carna-	Practical Text
Bogle	han	Books
Byrne	Lyte	Shaw
Cabinet-Card	Mac Farland &	Sheaffer, W. A.
Campbell, T. F.	Rosshelm	Sherwood, J. F.
Caton, M. J.	McKinsey, J. O.	Soule, G.
Cody, S.	Meservey	Spicer & Pegler
Cole, W. M.	Metropolitan Ser.	Tablet
Crissy, F.	Miner	Tovey, P.
Ellis	Montgomery,	Twentieth Cen-
Ellis, C. B.	J. L.	tury
Gilbert, A. R.	Musick, W. L.	Whigham &
Hall, M. P.	Ney	Frederick
Hayward & Price	Parsons, C. C.	Williams &
Hodge, A. C.		Rogers

COMMERCIAL ARITHMETIC

See *Mathematics, Arithmetic, Commercial.*

COMMERCIAL GEOGRAPHY.

See *Geography, Commercial.*

COMMERCIAL LAW

Baker, A. F.	Gano	Sexton, P. T.
Bays	Lyons, J. A.	Spencer, E. W.
Bly	Metropolitan Ser.	Spencer, W. H.
Burdick	Nichols &	White, T. R.
Burgess & Lyons	Rogers	Whigam, W. H.
Bush, C. H.	Peters, P. B. S.	Williams &
Essentials	Rowe, H. M.	Rogers
Fitch, A. N.	Schaub & Isaacs	

CORRESPONDENCE

Althouse, C. O.	Gardner, E. H.	G. R.
Altmaier, C. L.	Glauser & Poole	Mayne & Smith
Barker, J. A.	(French)	Mercado, J.
(French)	Gregg, J. R.	(Spanish)
Baker, J. T.	Harrison, E. S.	Metropolitan
Banks, E.	Hatfield, W. W.	Ser.
Bartholomew &	Herrick	Miles, D.
Hurlbut	(Spanish)	Opdyck, B. B.
Beck	Holzinger	Opdycke & Drew
Berlitz	Hossfeld	Palmer, A. N.
Bonney & Cole	(French)	Peters, P. B. S.
Buhlig	(German)	Pitman, I.
Byrne	(Portuguese)	(French)
Claybaugh &	(Spanish)	(German)
Mills	Hotchkiss &	(Spanish)
Cook, L. B.	Drew	Pitman-
d'Arlon & Gielly	Hotchkiss &	Whittaker
(French)	Kilduff	Powers, O. M.
Davis &	Janau	Practical Text
Lingham	(French)	books
Deffendall	Kenyon, H. A.	Ross
Dengler	(Spanish)	Scott-Browne
Dwyer, I. E.	Kimball, G. S.	Smart, W. K.
Ellis	Luria, M. A.	Snyder & Crane
English-French	(Spanish)	Sorelle, R. P.
Erskine	Lusom, R.	Stevens, F. B.
Fish	(Spanish)	Webster, E. H.
(French)	Lyons &	Williams &
Fuentes & Elias	Carnahan	Rogers
	MacDonald,	

METHODS AND PRACTICE

Anderson, Ross	Holmes, A. H.	Osborn, A. F.
& S.	Hoover	Parsons, F. W.
Atwood, A. P.	Jordan, Harris	Pitman, I.
Atwood, A. W.	Kitson, H. D.	Powers, O. M.
Bedell &	Langston &	M.
Nichols	Whitney	Practical Text-
Bolles, A. S.	Lough, W. H.	books
Borden &	Lyons, L. S.	Read, H. E.
Hooper	Lyons, J. A.	Retail Selling
Cadwallader	McClelland, F. C.	Romera-Navarro,
Cahill &	Macdonald,	Sanford, G. W.
Ruggeri	G. R.	Schoch & Gross
Cleveland, F. A.	(Spanish)	Scott, W. A.
Cowan & Loker	McGill, F. E.	Shaw
Dunbar, C. F.	Marshall, L. C.	Smith, J. R.
Durell, P.	Maxwell, W.	Starch
Ellis	Miner	Stevens, E. L.
Ellis, C. B.	Montgomery,	Strumph, H.
Ford, L. & F.	J. L.	Teller & Brown
Gephart, W. F.	Morton, D. W.	Tipper & Others
Gowin &	Moulton, H. G.	Williams &
Wheatley	Nesbit, W. D.	Rogers
Haas, J. A. de	Norton, H. R.	York, T.
Haney, L. H.	Noyes, A. D.	
Hess, H. W.		

SHORTHAND

Anderson, W. L.	Hall & Cunningham	& Howard
Atherton, M. C.	ham	Pitman, Isaac
Barnes, A. J.	Heffley	Powers, O. M.
Birch, C. E.	Hoke, E.	Practical Text-
Blackstone, E. G.	Howard, J. B.	books
Bottom	Jackson, E. L.	Rutherford, F.
Brown, D. W.	Junco	Schöch, P.
Bulleyn, E.	(Spanish)	Scott-Browne
Byrne	Longley	Shorthand champ.
Craver, E. H.	Lyons &	Stephens &
Cross, J. G.	Carnahan	Knauss
Curso	McEwan, O.	Taylor, A.
Eldridge, E. H.	Miner, E. N.	Thorne, H. W.
Ellis	Munson	Ward, N.
Farmer, E. W.	Pitman	Wheatcroft, C. W.
Graham, A. J.	(Spanish)	Williams &
Gregg, J. R.	Pitman (Benn)	Rogers

TYPEWRITING

Adams, E. S.	Fuller, J. E.	(Spanish)
Admire	Gregg, J. A.	Pitman, Isaac
Barnes, A. J.	Grisso	Practical Text-
Bell & Wasson	Hakes, A. B.	books
Blackstone, E. G.	Lyons &	Smith, C. C.
Byrne	Carnahan	Smith & Wiese
Depew, O.	Metropolitan	So Relle, R. P.
Dougherty	Series	Van Benthuysen
Fritz & Eldridge	Mosher, W. F.	Vocabulary
	Pitman	

GEOGRAPHY**GENERAL WORKS**

Brown, R. W.	R. Packard & Sin-	Salisbury, Bar-
Brunhes	not	rows & T.
Chamberlain &	Rabenort, W.	Semple
County	Rankin	Smith, H.
(J. F. & A. H.)	Redway & Hin-	Strong, N. B.
Crain, J. H.	man	Sutherland, W. J.
Fairbanks, H. W.	Ridgley &	von Engeln
Fairgrieve, J.	Eyestone	Wagner, H.
Lippincott	Ridgley, D. C.	Wetherill
McCormick	Ridgley, Eck-	Whitbeck
McMurray, C. A.	blaw & D.	
McMurray, F. M.		

ELEMENTARY

Barnes	Fairbanks	Miller & Davis
Barns	Frye, A. E.	Morton, E. H.
Brown	Harper	Niver, H. B.
Cornell	Herbertson, A. J.	Pardon, E. L.
Cornman &	Herbertson, F. D.	Rand, McNally &
Gerson	Jacobs	Co.
Dean & Davis	King, C. F.	Redway
Dillon and	Kingsley, M.	E. Ridgley &
others	Long, C. C.	Dillon
Dodge, R. E.	Maury, M. F.	Strong, N. B.
Eclectic	McMurry, C. A.	Thompson, T. E.

GRADED COURSES

(Figures designate number of books.)

Appleton (2)	Miller & Davis	man (2)
Benziger (2)	(8)	same (2)
Brigham & Mc-	Mitchell, S. A.	Reed, H. E. (3)
Farlane (2)	(2)	Roddy (2)
Dodge, R. E. (2)	Monteith, Jas. (2)	Sadlier, W. H.
same (4)	Pickles, H. (6)	(3)
Frye-Atwood (2)	Potter (2)	Smith, J. R. (2)
McMurry &	Rand, McNally &	Tarr & McMurry
Parkins	Co. (2)	(2)
Maury (2)	Redway & Hin-	Whitbeck

SPECIAL

Allen, N. B.	Bowman, L.	(Po-	Griffin, I. L.
Atlas (Ancient)	litical)	(Topical)	
Blalch, L. R.	Brief	Jacobs (Asia,	
(Industrial)	(New Europe)	Johnson, W. E.	
Blanchard-Todd	Clark, M. C.	(Mathematical)	
(France)	(S. Africa)	McFarlane, J.	

McMurry, F. M.	Reynolds F. J.	Sanborn (Class-
(War)	(After War)	ical)
(Economic)	R : ev & lex	Smith, J. R.
Newbegin (Ani-	heimer	(Human)
mal)	(S. Am., Europe,	Stark, M. C.
Niver & Farrell	Asia)	(South Amer-
(Asia, Africa &	Ridgley & Im-	ica)
Australia)	boden	Straubmüller
Niver & Farrell	(Africa)	(N. Y. City)
(Europe)	Ridgley, Dillon, &	Taylor, G. (Aus-
Rabenort (North	T.	tralia)
and South	(North Amer-	Trevelyan, J. P.
America)	ica	(Italy)
(Europe)	Russell, I. C.	Warshaw
(Asia, Africa,	(Rivers, N.	(Latin Amer-
Australia)	Am.)	ica)

STATE

Bardeen (N. Y.)	Rice & Payden,	Simonds, F. W.
Dodge, R. E.	(Cal.)	(Texas)
(See main	Ridgley, D. C.	Smith & Perry
alphabet)	(Illinois)	(N. Y.)
	Starkey (Me.)	

See also Graded courses for state supplements

COMMERCIAL

Adams, C. C.	Huntington-Cush-	Rusmisl, L. C.
Brigham	ing	Sanford, G. W.
Davis & Hughes	Morris	Smith, Jos. R.
Gannett, Garrison	Redway	Tarr & Von
& H.	Ridgley &	Engeln
Gregory, Kellogg	Blackburn	Trotter, S.
& B.	Robinson, E. V.	Webster, W. C.
Howarth, O. J.	Rochelau, W. F.	

PHYSICAL

Arey, and others	Geikie	Redway
Brigham	Gilbert & Brigham	Ridgley &
Chamberlain, J. F.	Gregory, Keller	Blackburn
Davis, W. M.	& B.	Salisbury, R. D.
Davis & Hughes	Hinman, R.	Smith, S. & S.
Dryer	Hopkins, T. C.	Tarr
Eclectic	Houston	Tarr & Martin
Everley, Blount,	Kimm, S. C.	Tarr & Von
& W.	Maury, M. F.	Engeln
Fairbanks, H. W.	Maury-Simonds	Trafton
	Merrill, W. A.	

MAP DRAWING

Atwood, Allen	& Goode, J. P.	Salisbury & Trow-
R.	Hodgson, C. W.	bridge
Bishop & Robin-	MacGowan	Wilkins
son	Morrison, S. E.	Wiswell, L. O.

ATLASES

Atlas of Recon-	Robertson	Redway & Hin-
struction	Butler, G.	man
Bartholomew,	Chute, J. C.	Robertson & Bar-
J. G.	Darbishire	tholomew
Bartholomew &	Goode	Shepherd, W. R.
Lyde	Laird & Lee	Winston
Bartholomew &	Murray	

SPANISH (written in)

Frye, A. E.

QUESTIONS AND EXERCISES

Edwards, A. M.	Prentice	Sutherland
Peeler & Newton	Rocheleau	

See also Supplementary Reading: Geography.

HISTORY**GENERAL WORKS**

Barnes	Colbeck	Friman
Botsford &	Colby	Gugenberger
Botsford	Elson	Harbottle, J. B.
Boyer	Fisher, G. P.	Herrick, C. A.

GENERAL WORKS

Kemp	Putnam, G. P.	Vincent, J. M.
Kerney	Renouf	Webster
Leadbetter	Robinson, J. H.	Webster, W. C.
Madeley, H. M.	Shepherd, W. R.	Wilmot-Buxton
Morriss, C.	Stevinson	Wilson, L. L. W.
Myers, P. V. N.	Swaney, W. B.	Wilson, W.
Osgood	Van Loon	

ANCIENT

Barnes	Goodspeed	Platner, S. B.
Betten, F. S.	Jennings, A. C.	Ragozin
Botsford	Kingsley, M. E.	Seignobos
Botsford & Botsford	Leadbetter	Smith, Wm.
Breasted	Madden	Van Loon
Budge, E. A. W.	Morey	Wendel
Du Pontet, C.	Myers, P. V. N.	West, W. M.
Fredet	Newberry & Garstang	Westermann
Frost & Newton	Peritz	Wolfson

GREEK

Botsford, G. W.	Kingsley, M. E.	Pennell
Bury, J. B.	Lewis, L. B.	Seeman
Fowler & Wheeler	Mahaffy	Smith, Wm.
Fyffe	Morey	Tappan, E. M.
Fling	Myers, P. V. N.	Thallon
Hamilton, M. A.	Newton & Treat	West, W. M.
	Oman	Zimmern

ROMAN

Abbott, F. F.	Hamilton, M. A.	Pennell
Boak, A. E. R.	How & Leigh	Petrie, A.
Botsford	Johnston, H. W.	Platner, S. B.
Botsford & Botsford	Kingsley, M. E.	Robinson
Bryce, J.	Livv	Seeman
Bury, J. B.	McKinley	Smith, Wm.
Greighton	Morey	Tappan, E. M.
Ferrero, G.	Myers, P. V. N.	Tighe
Gibbon	Newton & Treat	Trask, C. W.
Granrud	Parmelet	Waters, W. E.
	Pelham	West, W. M.

MEDIEVAL

Adams, G. B.	Leadbetter	Seignobos
Ashley, R. L.	Mowat	Smith, P.
Beaumont & Monod	Munro & Whitcomb	Tappan, E. M.
Beazley	Munro & Sellery	Thorndike, L.
Duruy, V.	Myers, P. V. N.	Thatcher & McNeal
Fling, F. M.	Ogg	Webster, H.
Frost & Newton	Robinson, Breast-ed & Beard	
Harding		

MODERN

Ashley, R. L.	Harding	Plumb & Benjamin
Barnes	Hawkesworth, C. E. N.	Pollard, A. F.
Bénézet	Hayes & Moon	Robinson, Breast-ed & Beard
Betten & Kaufmann	Hayes, C. J. H.	Seignobos
Duggan, S. P.	Howe & Knowlton	Schapiro, J. S.
Earle, E. M.	Leadbetter	Schevill
Epochs of	Muir	Smith, V. A.
Fredet	Munro & Whitcomb	Sweet, W. W.
Frost & Newton	Fueter, E.	Webster, H.
Fyffe, C. A.	Meyer, C.	West, W. M.
Gordy, W. F.	Myers, P. V. N.	

AMERICAN

ELEMENTARY

Andrews, M. P.	Beard & Bagley	Burnham, S.
Atkinson, M. A.	Becker, C.	Channing, E.
Bardeen, C. W.	Renziger	Cornman & Ger-son
Barnes	Blaisdell & Ball	
Barnes, E.	Blodgett, A. B.	Corson & Cornish
Bassett, J. S.	Bolton & Marshall	Davidson, H. M.
Baylor & Colbert	Bourne & Benton	Eggleston

Elson	Hodgdon	O'Hara, J. P.
Elson & Mac-Mullan	Howard, D.	Parker, C. E.
Estill	Julian	Perry & Price
Evans, L. B.	Kingsley, M. E.	Rochleau
Faris	Lanbes	Rowell
Forman	Lee, S. P.	Smith
Gerson	McBrien	Southworth, G. V.
Godard, H.	Mace, W. H.	Swann
Goldberger, H.	Mace & Petrie	Tappan, E. M.
Gordy, W. F.	MacElroy	Thompson, C. M.
Gorton	Madden	Thomson, W.
Gorton, J. I. & A. T.	Montgomery, D. H.	Thorpe, F. N.
Guittau, W. B.	Morgan	Van Wie
Hart, S.	Morris, C.	Wayland, J. W.
Hart & Channing	Mowry, W. A.	White, F. H.
Hodder	Newton, W. L.	White, H. A.
	Newton & Treat	Woodburn & Moran

ADVANCED

Adams & Trent	Harding & Harding	Powell-Hodgins
Andrews, M. P.	Hart, A. B.	Powers, H. H.
Ashley, R. L.	Haworth	Redway, J. W.
Atkinson, A. M.	Hill	Riverside History
Barnes, E.	Hodder	Root & Ames
Barnes	Houghton, W. R.	Rutherford
Bassett, J. S.	Ingraham	Sadlier, W. H.
Beard & Bagley	James, J. A.	St. John & Noonan
Beard & Beard	James & Sanford	Scudder, H. E.
Becker, C.	Johnston, A.	Schlesinger, A. M.
Benziger	Joseph	Sheldon, M. D.
Bolton & Marshall	Kittle	Smith, E. B.
Brawley	Larned	Sloane
Brigham	Latané, J. H.	Stephenson, N. W.
Brown & Howard	Lee, S. P.	Symonds
Bryce, J.	Lefferts, W.	Thomas, A. C.
Burgess	Mace, W. H.	Thompson, C. M.
Caldwell, H.	Mace & Bogardus	Thompson, W.
Caldwell & Persinger	MacCoun	Thorpe, F. N.
Chancellor, W. E.	MacDonald, W.	Thwaites, R. G.
Channing, E.	McLaughlin, A. C.	Thwaites & Kendall
Coman, K.	McLaughlin & Van Tyne	Trainer
Cousins & Hill	McLean, J. P.	Turpin, E. H. L.
Dickson, M. S.	McMaster, J. B.	Van Metre, T. W.
Elson	Meany, E. S.	Viles
Evans	Montgomery, D. H.	Walker
Field	Moore, J. R. H.	Wanamaker
Fish, C. R.	Morris, C.	Wells
Fisher	Morse, E. W.	West, W. M.
Fite, E. D.	Mowry	White, H. A.
Fling & Caldwell	Muzzey	Williams, G. A.
Forman, S. E.	New era	Wissler, C.
Franciscan Sisters	Nida, W. L.	Woodburn & Moran
Garner & Henson	Parkman, F.	
Gibbons, E. A.	Parker	
Greene		
Greenwood, J. H.		

STATE

(Ala.)	(Ky.)	(Okla.)
Du Bose	Kinthead	Thorburn & Holcomb
Matthews, P. L.	(Me.)	(Ore.)
(Aris.)	Starkey	Mowry
De Long	(Md.)	(Pa.)
Reynolds, J. H.	Essary	Burnham
(Ark.)	Gambrill	March, T. S.
Shinn, J. H.	(Mass.)	Morris, C.
(Cal.)	Dawes	Pennypacker
Bandini	(Mich.)	Thomas, A. C.
Hunt, R. D.	Cox	Wallace, D. D.
(Fla.)	Hemans, L. T.	(S. C.)
Brevart & Bennett	(Miss.)	White, H. A.
(Ga.)	Riley, F. L.	(S. D.)
Chappell, J. H.	(Mo.)	Robinson, D.
(H. I.)	Viles, J.	McGee
Smith, G. W.	(Neb.)	(Tex.)
(Ill.)	Williams	Barker, Pott & R.
Robinson & Moore	(N. J.)	Bolton & Barker
Smith	Ellis & Snyder	Ivanhoe
(Ia.)	(N. Y.)	(Vt.)
Alexander, W. D.	Hendrick, M. F.	Collins, E. D.
Seeley & Parish	Horne	(Va.)
(Ind.)	Redway	Chandler
Esarey, L.	Southworth, G. V.	Maury, D. H.
	Williams	Smithey
		See also Economics and Civics—State Government.

ENGLISH

Adams, G. B.	Ivanhoe	Rees
Bulkeley, J. P.	Jose	Robertson, C. G.
Carter	Joyce	Smith, F. A.
Cazamian, L.	Kendall, K. C.	Tappan, E. M.
Cheney, E. P.	Kingsley, M. E.	Terry
Coman & Kendall	Knapp	Thomas, A. C.
Creighton	Lancaster	Tickner
Cross, A. L.	Larsen, L. M.	Tickner, F. W.
Dale	Longmans	Tout
Davis, M. O.	Low, S.	Trenholme
Dickens	Merrill	Trevelyan, G. N.
Ehrlich, L.	Montague	Tuell & Hatch
Elson, H. W.	Montgomery, D. H.	Turrall, J.
Frost & Newton	Mowat, R. B.	Usher, A. P.
Gardiner, S. R.	Mowry	Walker, A. P.
Green, J. R.	Muir, R.	Wallace, D. D.
Griffis	Newton & Treat	Waters, C. M.
Hamilton, G.	Niver	White, A. B.
Higham	Oman	Wilmot-Buxton
Innes, A. D.	Perkins, C.	Wrong
	Ransome	Wyatt-Davis

EUROPEAN

Adams, G. B.	Hayes, C. J. H.	Roberts-Bonner
Ashley, R. L.	Hazen	Robinson, C.
Bemont & Monod	Holt & Chilton	Robinson & Beard
Davis, M. O.	Howe & Knowlton	Robinson, Breast-
Douglas, R. K.	Johnston & Spencer	ed & S.
Dow, E. W.	Kimm, S. C.	Sadlier, W. H.
Elson & MacMullan	Knowlton, D. C.	Schapiro, J. S.
Emerton, E.	Knowlton & Howe	Schevill, F.
Fling & Caldwell	Lodge, R.	Seignobos
Freeman, E. A.	Mace, W. H.	Speare & Norris
Fyffe, C. A.	McKinley, Cou-	Tappan, E. M.
Freeman	lomb & Gerson	Thatcher
Gordy, W. E.	Newton, L. W.	Thorndike, L.
Grant	Ogg, F. A.	Webster
Harding, B. S. & M.	Plumb & Ben-	West, W. M.
Hawkesworth, C. E. W.	jamin	Whitcomb, M.
		Williams, O. H.

FRENCH

Adams, G. B.	Duruy	Montgomery,
Barnes	Fling, F. M.	D. H.
Creighton	France	Sait, E. M.
Duclaux, N.	Johnston, R. M.	Super, O. B.
		(French)

GERMAN

Parmele, M.	Priest
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FOREIGN LANGUAGE (written in)

Crane & Burns	Heskin	(U. S. Sp.)
(France Fr.)	Patet	(France Fr.)
Duval & Williams	McMaster, J. B.	Shirp, F. M.
(France Fr.)	(U. S. Sp.)	Taine
Fortier	Mantilia	(France Fr.)
(France Fr.)	(General Sp.)	Young, T. P.
Grebner	Montgomery,	(France, Fr.)..
(Germany Ger.)	D. H.	

SPECIAL

(Argentina)	(Belgium)	(Italy)
La Guardia & La Van	Der Essen, Trevelyan, J. P.	(Japan)
Guardia	L.	(Philippines)
(Australia)	Vander Linden, Clement, E. W.	Barrows
Wade, C. G.	H.	(Russia)
Scott, E.	(Hawaii)	Cazalet
(Balkans)	Alexander, W. D. Fernández, L. H.	(Wales)
Schevill, F.	(Hebrew)	Edwards, O.
(China)	Kent	
Cheng, S. G.	Riggs	
	(Ireland)	
	Joyce	

QUESTIONS AND EXERCISES

Kimm	Rocheleau	Waterous
Reed, H. E.	Shaw, E. R.	

See also Supplementary Reading, History; also Language and Literature.

KINDERGARTEN

GENERAL WORKS

Alger	Grant	Perdue & Griswold
Arnold, S. L.	Graves & Watkin	Pollock
Atwood, N.	Hoxie	Powell
Froebel	Kraus-Boelte	Proudfoot, A. H.
Fulmer, G.	Kriege, M.	Steiger
	Pattengill	

DRAWING

Moore, N.	Steiger
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STORIES, SONGS, ETC.

Bailey, C. S.	Holbrook	Murray, J. R.
Brooks, E. S.	Hubbard	Old Mother Hub-
Bryant, S. C.	Hurlbut, J. L.	bard
Cushman & An-	Hurst	Phifer, E. W.
drews	Kriege, A.	Pollock, L.
Ellis, E. S.	Lindsay, M.	See & Lowe
Fray & Stebbins	Menard	Yerkes, L. A.
Froebel	Milton, U.	Yonge, C. M.
Hidden	Morris, C.	

GAMES

Hall & Palmer	Walker & Jenks	Poulsion, E.
Hubbard	Barnum	Sage & Cooley
Johnston &	Lincoln, J. E. C.	

WORK

Dyer, R. O.	Gawthorpe, A.	McGraw
Fulmer, G.	Hoxie, J. L.	Steiger
Gardner, M.	Kraus-Boelte	

LANGUAGE AND LITERATURE

LITERATURE, GENERAL

GENERAL MANUALS

Alden, R. M.	Jameson, W. S.	Neal, R. W.
Aydelotte, F.	Keller & Adams	Newman, J. H.
Blaisdell, A. E. F.	Krapp, G. P.	Rankin & Aiken
Clark, S. H.	Le Row	Salisbury & Beck-
Collins	Lewes	with
Connell	Lewis	Smith, C. A.
Cooper, L.	Lewis, E. H.	Smith, G. J.
Egan, M. E.	Lloyd	Tanner, W. M.
Hamilton, C. L.	Long	Tappan
Hendrick, M. H.	MacClintock	Tisdell
Heydrick	P. L.	Werner
Hix	Macy, J.	Westlake
Holt, L. H.	Mooney	Wood & Grant
Hunt, T. W.		

BIOGRAPHIES AND CRITICAL STUDIES

Alden, R. M.	Gardner	Matthews
Baker, E. A.	Graham J. W.	Moulton, R. G.
(Fiction)	Hale & Dawson	Murphy
Baldwin, J.	Henderson, A.	Painter
Canby	(Drama)	Perry, B. Fic-
Chubb, E. W.	Heydrick	tion (Poetry)
Clark, B. H.	(Essays)	Quiller- Couch
(Drama)	Hubball & Beaty	Raub
Clark, J. S.	Hunt, E.	Shackford, M. H.
Cohen, H. L.	(Drama)	Sheran
Cooper, L.	Irish, F. V.	Woodbridge, E.
(Poetry)	Lamborn, E. A. G.	(Drama)
Esenwein, J. B.	McFee	

COLLECTIONS

Alben, M. R.	English Texts	Poetry
Alden, R. M.	Babbitt, S. D.	Book of Heroic
Ancient Classics	& Wimberly	Verse
for English	Baker, G. P.	Book of Story
Readers	Baldwin, C. S.	Poems
Ashmun, M.	Baldwin & Paul	Brewster, W. T.
Atlantic Series of	Ballads & Ballad	

Bruce & Mont-Jessup & Canby
gomery Johnson, G. E.
Century of Es- Nettleton, G. H.
says Keyes
Chubb Kings' Treasures
Cohen, H. L. Lagerlof, S.
Curtis, T. A. Lamont, T.
Curtis & Mandray Law, F. H.
Deming & Bemis Leonard, S. A.
Dickenson, T. H. Letters from
Essays for College many pens
Men Lewis, B. R.
Everyman's Lib. Lewis, E. H.
Faust & Thomp- Little Bk. Modern
son Verse
Forbes, A. P. Little Classics
Foreign Classics Series
for English Longer Narrative
Readers Poems
Gayley & Flaherty Loving & Shay
Ginn's Classics McCaskey
Golden Book Macmillan
Gorki, M. Matthews, B.
Greenlaw & Han- Maynadier, H.
ford Mermaid
Halleck & Bar- Miller & Plee
bour Miker
Harrington, H. F. Nat. Lib.
Hawthorne Clas- Nettleton, G. H.
sics New York
Heath Regents
Heydrick, B. A. People's Library
Houston & Bon- Progressive
nell School Classics
Irish, F. V. Readings World

ENGLISH—LANGUAGE LESSONS

Aldine Harvey, T. W.
Allen & Hawkins Hodge & Lee
Baker J. T. Hoenshel
Baker & Thorn- Hyde
dike Jeschke
Ball, A. E. Jones, D.
Bardeen, C. W. Kimball
Barlett, A. L. Kinard & Withers
Baskerville-Sewell King, M.
Bayne-Goldberger Kittredge &
Bolenius, E. M. Arnold
Brown, G. Knight, M.
Buehler Knowles, A.
Buhlig Laidley
Chancellor, W. E. Lake Eng. Ser.
Curry Language half
Emerson & blanks
Bender Lee, A.
English by prac- Leiper
tice Long, C. C.
Esenwein & Longmans
Lippincott Lyte
Evans Macdonald
Firman McFadden
Fisher & Call McMurry
Flounder McMurry, L. B.
Frank McMurry, C. A.
Gaylord Manly-Bailey
Gemmill, E. Markowitz &
Gideon Starr
Gilbert & Harris Maxwell, W. H.
Giles, E. Maxwell, Johnson
Goldbergen, H. & B.
Goldberger & Meek & Wilson
Brown Metcalf, R. C.
Gordy & Meade Metcalf & Bright
Greenough & Metcalf & Rafter
Kittredge Miller & Kinkad
Haaren Morrow
Hammond, J. M. Murray & Wiles
Hammond & Isler National tabs.
Harper & Burgess O'Neil, K.
Harris O'Toole
Harris & Gilbert O'Shea, W. J.
Hart O'Shea & Eich-
Hatfield mann

ENGLISH—COMPOSITION AND RHETORIC

Abbott, E. A. English Texts
Andrews, A. L. Avdelotte
Atkinson, W. P. Baldwin, C. S.
Atlantic Series of Blaisdell, T. C.

Bonnell
Bowlin & Marsh
Boynton, P. H.
Broughton, L. N.
Brautigan, Harper
& K.
Brewster, W. T.
Briggs
Briggs & McKin-
ney
Briggs, McKinney
& S.
Brooks
Brooks, S. D.
Brooks & Hub-
bard
Brown & Barnes
Brubacher &
Snyder
Buehler
Canby, H. S.
Canby, Pierce &
D.
Canby & Opdycke
Canby & Others
Canfield & Car-
penter
Carpenter
Carr, E. H.
Carson
Clark
Claxton &
McGinniss
Clippinger
Cody
Composition
Conklin
Cook & Benham
Cooley
Coughlin
Camp, H.
Crawford, G. R.
Cronson
Curl, M. J.
Darby, A.
Davis, R.
Derby, M.
Dillon, C.
Donnelly
Dunton & Kelley
Edgar, H. C.
Ellis
Elson & Runkle
Emerson, A. W.
Emerson &
Bender
Esenwein, J. B.
Esenwein &
Chambers
Espenshade
Flanagan
Fletcher, R. H.
Flint, L. N.
Foerster, N.
Foerster & Stead-
man
Frank M.
Fulton, M. G.
Gardiner Kitt-
redge & A.
Genung, F. J.
Genung & Han-
son
Gerrish & Cun-
ningham
Gideon
Gilmore, J. S.
Goodwin & Guill
Gorody, C.
Grabo
Graebner
Greever & Batche-
lor
Greever & Jones
Gregg
Greene, S. S.
Greenough &
Hersey
Greever & Jones
Griffins, C.
Grose
Hale & Dawson
Hall, J. L.
Hall, W. D.
Hamilton, C.
Hammond & Isler
Haney, J. L.
Hanson
Harrington
Harrington &
Frankenberg
Hart, J. M.
Hart, J. S.
Herrick & Damon
Heydrick, B. A.
Hill, A. S.
Hill, D. J.
Hinds, Hayden
& E.
Hitchcock, A. M.
Hoenshel
Holmes & Gal-
lagher
Hosic
Hosic & Hooper
Howland, G. C.
Hudelson
Huntington, T.
F.
Hyde, G. M.
Hyde, M. F.
Jessup & Canbie
Johnson
Kavana & Beatty
Keeler & Adams
Kelley, J. P.
Kellogg, B.
Kellow
Kendall, G.
Kern & Noble
Knight
Knight, M.
Kurtz, Cory,
Blanchard &
Macminn
Lamont
Lathrop, H. B.
Law, F. H.
Ledyard
Leonard & Fuess
Lewis, E. E.
Lewis, F. R.
Lewis & Holmes
Lewis & Hosic
Linn, J. W.
Lockwood
Lockwood &
Emerson
Lockwood &
Kelly
Lomer & Ashmun
Lounsbury, T. R.
Lyte
Macdonald, A. B.
McKeon
McMahan
Mahoney, J. J.
Manly & Bailey
Manly & Powell
Manly & Rickert
Maxey, C. L.
Maxwell & John-
ston
Maxwell & Smith
Merkley & Fer-
guson
Miller, E. L.
Miller, J. W.
Miller & Palmer
Miller & Paul
Mitchell & Car-
penter
Musgrove
Neal, R. W.
Newcomer
Newcomer &
Seward
New Picture
Composition
Nichelson, M. H.
Notestein & Dunn
Nutter Hersey
Westlake
O'ldham, S. R.
Opdycke, J. B.
O'Toole
Palmer, G. H.
Palmer & Sam-
mis
Patrick
Patterson, C.
Patterson, F. T.
Paul, J. L.
Perdue & Gris-
wold
Pitkin, W. B.
Practical
Quackenbos, J.
D.
Quiller-Couch
Rabenort
Radford
Ranous
Raymond &
Wheeler
Reed & Kellogg
Reimold
Rhodes, C. E.
Rippman
Robbins & Row
Robeson, F. E.
Robinson
Robinson, L.
Robins & Perkins
Royster-Thomp-
son
Sampson & Hol-
land
Sandwick
Sanford Brown &
S.
Schuyler & Buck
Scott & Carr
Scott & Denny
Scott & South-
worth
Scruyler & Buck
Seachrest
Seward
Shackford &
Judson
Simons, E. S.
Simons, Orr & G.
Smart, W. K.
Smith, E.
Smith, L. W.
Smith, W. P.
Southworth, G.
A.
Southworth &
Goddard
Spalding, E. H.
Spencer
Steadman's
Stebbins, C. M.
Steeves & Ristine
Stevenson, R. L.
Stoddard
Strunk, W. Jr.
Summey, G.
Swinton
Sykes, F. H.
Sypherd
Tanner, W. M.
Tarbell
Taylor, I.
Thoma, W.
Thomas, H.
Thomas, Howe &
O.
Thomas & Paul
Thomas, Man-
chester & H.
Thorndike, A. W.
Treble, H. A.
Utter, R. P.
Van Wagenen
Waddy
Ward, C. C.
Ward, H. C.
Webster, E. H.
Weseen
Westlake

ENGLISH—COMPOSITION AND RHETORIC—
Continued

Whatley	Williams, W.	Wright
Wheeler	Wood, T. S.	Young, F. B. &
White	Woodbridge, H.	K.
Wilson, G. P.	Woolley	

ENGLISH—GRAMMAR

Abbott, E. A.	Frank	Pearson & Kirch-
Allen, E. A.	Fraze & Wells	wey
Alshouse & Root	Gilbert & Harris	Perry & Eichmann
Arnold, H.	Gordy & Mead	Powers, O. M.
Armand	Gowdy, C.	Prince, J. T.
Baker, J. T.	Griffin & Moraff	Raub
Bartlett &	Haigh	Roat, E. J.
McBain	Hanna & Taylor	Robbins & Row
Baskervill-	Hart, J. S.	Rocheleau
Sewell	Harvey, T. W.	Rossman-Mills
Blanton	Hitchcock, A. M.	Sanford & Brown
Blount & Northup	Hoenshal, E. J.	Scott, F. N.
Bolenius, E. M.	Holliday, C.	Simons, S. E.
Brown	Holtz, M. E.	Smith, C. A.
Brown, G.	Hosic-Hooper	Southworth, G.
Buehler, H. G.	Hotchkiss & Drew	A.
Bugbee	Hyde, M. F.	Southworth &
Butler	Jewell, F. S.	Goddard
Carpenter, G. R.	Kimball, L. G.	Stebbins, C. M.
Carpenter, J. H.	Kinard	Strang
Chancellor, W. C.	Kingsley, M. E.	Swinton
Collins & Mugan	Kittredge &	Symonds
Conklin	Arnold	Tabb
Cross, E. A.	Kittredge &	Tarbell, H. S.
Dalglish	Farley	& M.
Deffendall	Knight, M.	Thomas, H.
Dunton & Kelley	Lewis, W. D.	Town
Earle, Savage &	Lewis, & Lynch	Tweed
S.	Longmans-Salman	2000 Drill Sen-
Edgar, H. C.	Lyte	tences
Ellis, E. S.	MacCracken &	Wallbank
Elson & Runkel	Sanderson	Ward, C. H.
Emerson &	McMurry	Webster-Cooley
Bender	McMurry, C. A.	White, T. W.
Eng. Gram.	Marsh, H. A.	Whitney, W. D.
Evans, L. B.	Maxwell, W. H.	Whitney & Lock-
Evans W. M.	Mead, J. M.	Wood
Fellows, A. N.	Metcalf	Willis
Fernald	Metropolitan ser.	Williams &
Fitzgerald, J.	Miller & Kinkad	Rogers
Flagg	Milne, J. M.	Wood, T. S.
Flanagan	Murch	Woodley, Wood-
Flounder, G. W.	Murray, L.	ley & C.
Flounder-Few-	Normal	Woodley & Wood-
smith	Patrick	ley
	Patterson, C.	

ENGLISH—DICTIONARIES

Baker, J. T.	Kennedy, J.	Skeat
Clarendon	Kimble	Tenney, L. M.
Concise Oxford	Lewis, W. D.	Webster
Exercises in the	Lyons	Weekley, E.
use of Web-	Pease &	Winston
ster's	Lawrence	Worcester
Funk & Wagnalls	Practical	Wright, T. G.
Hyamsen, A. M.	Roget	

ENGLISH—ETYMOLOGY

Anderson, J. M.	Johnson, C. F.	Swinton
Benson	Kellogg & Reed	Taylor, I.
Bright, J. W.	Reed & Kellogg	Taylor, J. S.
Goodell	Sapir, E.	Thoma, W.
Graham	Sargent	Weekley, E.
Hyde, M. F.	Skeat	

ENGLISH—FOR FOREIGNERS

Abelson	Austin, R.	Bogadek, F. M.
(Yiddish)	Axelrad, P.	(Croatian)
Ahn-Gerzardi	(Roumanian)	Bohemian-
(Italian)	Balassa & Honti	American
Ahrntschin	(Hungarian)	Bolognese, S.
Apathy, F.	Barentz, M. E.	Braun, I.
(Hungarian)	(Dutch)	Bruin
Appleton	Berlitz	(Dutch)
Arminen, K. V.	Beshgeturian	Bushnell, A.
(Finnish)	Bizonfy, F. de	Campagne
Arminen & Aaltio	(Hungarian)	(Dutch)
(Finnish)		Cann, T. C.

Caspar	Harkavy, A.	Myers, E. E. &
Castle	(Yiddish)	G. C.
Chokmakjim, H.	Harrington	Nigrin-Littke
H.	Holtze (Dutch)	(Bohemian)
Cleveland, Ohio	Hossfield (Dutch)	Noorock, P. M.
Cohen	Houghton, F.	Nyitray
Cooley	Hugo	O'Brien, S. R.
Croatian-English	Hülshof	Ollendorff
Cunradi, E.	James & Endrei	(Hebrew)
(Italian)	(Hungarian)	Otto-Gaspey-Sauer
Czarnowski, E.	Jankovitz	Picard, H.
(Polish)	(Croatian)	(Dutch)
Dako, C. A.	Jimperieff	Price, I.
Dallos-Patterson	Jonas, K.	Progressive
DeMesquita, R.	(Bohemian)	Prior & Ryan
(Portuguese)	Jung, V. A.	Psychological
	(Bohemian)	method
Derrick, G.	Kral, J. J.	Rekonen, A.
(Hungarian)	Kramers (Dutch)	(Finnish)
Dynienwicz	Kunz (Bohemian)	Rippman method
Eben	Lalis, A.	Round
Edwards-Ciabat-	(Lithuanian)	Sharpe, M. F.
tert,	Laukis, J.	Tananevich, A.
(Italian)	Levi, G.	(Lithuanian)
Eibe, N. J.	(Italian)	Ten Bruggencate
Field & Coveney	Lochmer, A.	(Dutch)
Franze, F.	(Croatian)	Tesson, L.
Girtin, T.	Maestro	Torossian, B. R.
(Italian)	Mantilla	Vana, J.
Glovinsky, M.	Marlborough	(Bohemian)
Goldberger	Moore	Vingut-Ollendorff
Goldwasser &	Motorist's Inter-	Wallach, I. R.
Jablonower	preter	Yeran
Gowdy & Thomp-	(English,	Yeran, E. A.
son	Moley & Cook	(Turkish)
(Chinese)	German,	Yolland
Grauert	French,	(Hungarian)
Griscom	Mourek, E. V.	Zdrubek
Guallian, K. A.	(Bohemian)	(Bohemian)
(Armenian)		Zmrhalb
		(Bohemian)

ENGLISH—HISTORY

Bloomfield, L.	Krapp, G. P.	Moore
Hart, J. M.	Lounsbury	Smith, C. A.
Johnson, C. F.	Meiklejohn	Sturtevant, E. H.
Kellogg & Reed	Moody & Lovett	

ENGLISH—PUNCTUATION

Allardyce, P.	Hill, A. S.	Smith, E. W.
Benedict, B. G.	Hinds, Hayden	Summey, G.
Blanton	& E.	Williams &
Campbell, B. J.	O'Neill	Rogers
Gregg	Perry, F. M.	Willis
Hart, J. S.	Simpson	

ENGLISH—SPELLERS

Aiton	Chubb	Hunt, J. N.
Alexander, G.	Columbia	Hunt & Gourley
Alvord &	Coryell-Holmes	Hyde
Hughey's	Cronson	Irish, F. V.
Atwood, E. F.	Daly	Jacobs
Bailey, E. L.	Davis & Peeter	Jacobs & Piper
Bailey & Manley	Duntonian	Johnson, G. E.
Baldwin	Eaton	Johnson,
Barnes	Edwards, J.	Kansas Speller
Bartlett	Eldridge, E. H.	Kimble
Beitzel	Ellis	Leiper, Foster &
Bell & Oliver	Everyday	Weather
Benson	Funk, N. S.	Leonard & Fuess
Benson & Glenn	Gilmour	Lewis
Bierworth, H. C.	Gourley & Hunt	Lind
Bouton	Graded	McEvoy
Bowen, J. A.	Graver	McGuffy
Branson, E. C.	Greenwood	Magee
Brinkworth	Gregg	Marshall
Bryce & Sher-	Gould	Mayne, D. D.
man	Hale, K. B.	Meleney & Giffin
Buckwalter, G.	Harrington, H. F.	Merrill
Butler, N.	Harvey, T. W.	Metcalf, R. C.
Carls	Ilazen	Metropolitan ser.
Caton	Heath's	Miller, C. M.
Century	Hewett, E. C.	Mintz
Chancellor, W. E.	Hicks, W. E.	Modern Speller
Chandler &	Hinds, Hayden	Monroe, L. B.
Philips	& E.	Morse & Kelley
Chew	Horn-Asbaugh	Musselman

Natural	baugh	Strong
Neely	Pierce, W. M.	Suhrie & Koehler
New American	Pollard, R. S.	Swinton
New era	Powers, A. R.	Townsend & Stra-
Niver, H. B.	Powers, E.	han
O'Brien, A.	Practical	Two Book Course
Osborn & King	Purcell, M. A.	Utility
O'Shea, W. J.	Rice	Van Wagenen
O'Shea-Holbrook-	Richards, E. S.	Washburn, M.
Cook	Rossmann-Mills	Watson, J. M.
Parlin	Sabin, A. R.	Webb, A. C.
Patterson	Sanborn	Webster
Payne, B. R.	Sandwick &	Westlake
Payne, L. W.	Bacon	Willard &
Pearson &	Schureman	Richards
Suzzalo	Sever	Williams &
Pelo & Gardner	Sheppe	Rogers
Pelos	Spaelding &	Wohlfarth &
Penniman, J. H.	Miller	Rogers
Peters, P. B. S.	Spell-to-write	Wohlfarth, Pratt
Peters & Brum-	Starch & Mirick	& W.
	Stauffer, R. M.	Young & Field

ENGLISH—SPELLING BLANKS AND WRITING SPELLERS

Barnes	National syst.	Shattuck
Graphic syst.	Nelson	Sheldon
Haliburton &	New era	Spelling Blank
Norvell	Osborn & King	Spencerian
Johnson, B. F.	Practical spell.	Superior
Loomis, L. C.	Rational Slant	Triune
Lyons	Rickett	Williams &
Merrill	Roudebush	Rogers
Monroe, L. B.	Shaylor &	

ENGLISH—SYNONYMS AND ANTONYMS

Bechtel, J. H.	Fleming	Smith, C. J.
Crabb	Hinds & Noble	Wessely
Fernald	Roget	Williams, J.

See also Literature—Penmanship—Reading and Elocution.

ENGLISH LITERATURE

GENERAL MANUALS

Abernethy	Hazlitt	Murray, J. O'K.
Backus &	Headley, A.	Neilson & Thorn-
Brown	Heydrick, B. A.	dike
Baldwin, C. S.	Hinchman, W. S.	Newcomer
Bates, H.	Holt, L. H.	Norton, C. E.
Berlitz	Hudson, W. H.	Pace, R. B.
Boynton, P. H.	Jenkins, O. L.	Painter
Brawley, B.	Johnston &	Pancoast
Bright & Miller	Browne	Pancoast &
Brooke, S. A.	Kellogg, B.	Shelley
Channels	Landor, W. S.	Pattee, F. L.
Christian Bros.	Lang	Rankin & Aiken
Cousins	Long, W. J.	Renton
Daniel	Longmans	Scudder, J. W.
Dickinson & Roe	Longmans-	Sheran
Edmunds, E. W.	McWilliams	Simonds W. E.
Eng. and Eng.	MacCracken &	Snyder & Martin
Fine	Sandison	Strong, A. T.
Fourth Year	McKean	Swinton
English Lit.	Mackenzie, A. S.	Syle
Garnett	McNeill & Lynch	Tappan, E. M.
Gayley, Young	& Manly & Rickett	Three Years'
Kurtz	Merkley, G. E.	Eng. Literature
George, A. J.	Metcalf, J. C.	Tisdell
Gilbert, R. V.	Minto	Trent, Hanson &
Greenlaw, E. A.	Moody, W. V.	B.
Guerber	Moody & Lovett	Webster, W. F.
Halleck	& B.	Welch, J. S.
Haney, J. L.	Mooney	Young, W. T.
Harlow W. B.		Zeitlin, J.

BIOGRAPHIES AND CRITICAL STUDIES

Alexander, W. J.	Chesteron, G.	Ditchfield, P. H.
(Browning)	Cross, W. L.	(Shakespeare)
Brooke, S.	(English Novel)	Dowden
(Poetry)	Cunliffe, Brooke	(Shakespeare)
Bryan & Crane	Curry, S. S.	(Prose)
(Essays)	(Browning)	Dunn
Chandler, F. W.	Dickinson & Roe	(Biography)
(Drama)		Gilbert, R. V.

Greenlaw	Newbolt, H.	Schelling, F. E.
(Renaissance)	(Poetry)	(Drama)
Hart, W. H.	Pallen	Scudder (Malory)
(Ballads)	(Tennyson)	Smith, D. N.
Hix, M.	Parson	Stephenson, H. T.
Johnson, C. F.	(Tennyson)	(Shakespeare)
(Literary Crit-	Peterson H. C.	(17th Century
icism)	(Browning)	Characters)
MacMillan	Raleigh, W.	Stevenson
(Short Plays)	(Novels)	Tolman, A. H.
Miller, E. L. &	Rolfe, W. J.	(Shakespeare)
M.	(Shakespeare)	Underwood, F. H.
(Shakespeare)	Root, R. K.	Upham, A. H.
Moore & Knott	(Chaucer)	Walker
(Old English)	Saintsbury, G.	(Essayists)
Musgrove	(Novels)	Wynne, A.
Neilson &		(Drama)
Thorndike		
(Shakespeare)		

COLLECTIONS

Alden, R. M.	Gosse	Selected English
Anderson, H. J.	Hadow & Hadow	Essays
Andrews, A. L.	Hall, J. L.	Selected English
Baldwin & Paul	Heath	Letters
Book of English	Hutchison	Selected Lyrics
Essays	Kinard, J. P.	Selected English
Broadhurst, J.	Lake English	Short Stories
Broadus &	Classics	Selections from
Gordon	Longman's Eng-	Seven British
Bronson, W. C.	lish Classics	Classics
Canterbury	Lubbock	Silver Series of
Classics	Manly, J. M.	English
Canton, W.	Maynard	Simons & Orr
Carpenter, G. R.	Neilson, W. A.	Sisam, K.
Cody, S.	Newcomer &	Six Elizabethan
Cunliffe, Pyre	Andrew	Plays
Y.	& Old English	Smith, A. M.
Dixon, W. M.	Ballads	Smith, J. C.
Eclectic English	Oxford Books of	Speare & Morris
Classics	Verse	
English Critical	Pace, R. B.	Standard English
Essays	Page	Classics
English Essays	Pageants of	Stemple, G. H.
English Poems	English Poetry	Stockley, W. F. P.
English Prose	Palgrave	Students
English Short	Pancoast &	Tappan, E. M.
Stories	Spaeth	Tatlock & Martin
English Stories	Pan English	Thompson, D. V.
Everyman	Prose	Tupper, F. &
Faust & Thomp-	Readings from	J. W.
son	Great Authors	Untermeyer, E.
Field, W. T.	Rees	Webster &
Gateway Series of	Roe & Elliott	Tourneur
English	Salt	Williams, W. H.
	Scott & Zeitlin	Williams &
	Select English	Collins
	Classics	

ENGLISH LITERATURE—TEXTS

Addison	Cowper	Kent
Andrews, A. L.	Crawford	Kipling, R.
Arnold, M.	Defoe	Kingsley, C.
Austen, J.	De Quincey	Lamb, C.
Ayton	Dickens, C.	Landor, W. S.
Bacon, F.	Drinkwater, J.	Lippincott
Ballantyne	Dryden, J.	Lodge
Beaumont &	Edgeworth, M.	Lyly
Fletcher	Eliot, G.	Macaulay, T. B.
Beowulf	Ewing, J. H.	Malory
Blackmore	Fulton &	Marlowe, C.
Blake, W.	Trueblood	Manly, J. M.
Borrow, G.	Gardiner, A. G.	Marryat
Boswell	Gaskell, Mrs.	Massinger
British Ballads	Gilbert, W. S.	Meredith, G.
Brown, J.	Goldsmith, O.	Merrill's English
Browning, R.	Gray	Texts.
Bruce &	Greenlaw, E.	Middleton
Montgomery	Haggard	Mills
Bunyon, J.	Hall, J. R. C.	Milton, J.
Burke, E.	Hardy, T.	Modern Student's
Burney	Harper's Contem-	Library
Burns, R.	porary Classics	Morris, W.
Byron	Hazlitt	Narratives
Carlyle, T.	Houghton	Nettleton, G. H.
Chaucer, G.	(Old Testament)	Neihardt
Chessterfield	Hughes, T.	Newbold, H.
Chisholm, L.	Huxley	Newman
Coleridge, S. T.	Jonson, B.	Old Testament
Comstock, F. A.	Johnson, S.	Palmer, G. H.
Congreve	Keats	Pater

ENGLISH LITERATURE—TEXTS

Pepys, S.	Simons & Orr	Thomas a Kempis
Peacock	Sidgwick, F.	Trench, H.
Pope, A.	Smith, J.	Tucker, L. E.
Reade	Smith & Hathaway	Watrous
Rossetti, C.	Southey	Webster, J.
Ruskin, J.	Spencer	Webster &
Scott, Sir W.	Stevenson, R. L.	Tourneur
Scott, Macaulay,	Swift, J.	Wells
Thackeray	Swineburne	Wilde
Shakespeare, W.	Tennyson, A.	Winchester, C. T.
Shelly, P. B.	Thackeray, W. M.	Wordsworth
Sheridan	Thomas, E.	Woolman
Short Stories	Thompson, F.	Yeats

AMERICAN LITERATURE**GENERAL MANUALS**

Abernathy	McKean, J. E.	Rankin, T. E.
Blaisdell, A. F.	Macy, J.	Simons, E. S.
Blount	Manly & Rickert	Simonds, W. E.
Boynnton, P. H.	Matthews, B.	Smiley, J. B.
Cairns, W. B.	Merkeley	Stanton, T.
Carpenter, G. R.	Metcalf, J. C.	Tappan, E. M.
Halleck	Moody, Lovett &	Tisdell
Heydrick	B.	Trent, W. P.
Higginson &	Newcomer, A. G.	Van Doren &
Boynnton	Noble, C.	Others
Hinchman, W. S.	Pace	Vedder, H. C.
Jessup &	Painter	Watkins, M. C.
Newcomer	Pancoat	Wendell &
Johnson, C. F.	Pattee	Greenough
Long, W. J.	Payne, L. W.	Woodberry, G. E.

BIOGRAPHIES AND CRITICAL STUDIES

Alden	Page	Riverside Biogra-
(Bryant)	Painter	phical Series
Faris	(Poets)	Rankin
Hamilton A. L.	Payne, L. W.	Van Doren, C.
(Bryant)	Perry, B.	(Novels)
Keyser, J. E.	(Hawthorne)	Vedder
McCabe	(Irving)	
(Longfellow)	(Poe)	

COLLECTIONS

Alden, R. M.	Drama	Pound, L.
American Essays	Federalist	Rees, J. B.
American Poetry,	Field, W. T.	Rusk
Selections	Greever, G.	Select English
American Stories	Meydrick, B. A.	Classics
Baker, G. P.	Knowles	Select English
Boynnton	Lascelle, M. A.	Short Stories
Bronson, W. C.	Little Book	Selections from
Cairns, W. B.	Long, A. W.	Am Poetry
Calhoun & Mac-	Lore of the	Seven American
Alarney	Wanderer	Classics
Cambridge Poets	Matthews, B.	Tupper &
Carpenter, G. R.	Metcalf, J. C.	Tupper
Chief Am. Poets	Mims & Payne	Trent, W. P.
Cody, S.	Newcomer &	Untermeyer, L.
Collins, V. D.	Andrews	Whicher, G. F.
Elizabethan	Page, C. H.	Woods, G. B.
	Pattee	

AMERICAN LITERATURE—TEXTS

Atlantic Ser. of	Henry, O.	Poe, E. A.
English Texts	Higginson, T. W.	Scollard, C.
Austin, J. G.	Holmes, O. W.	Select American
Bronson, W. C.	Howells, W. D.	Classics
Bryce, J.	Irving, W.	Shay, F.
Cairns, W. B.	Kennedy, J. P.	Simms, W. G.
Cooper, J. F.	Lanier	Stowe
Drinkwater, J.	Leonard, S. A.	Stratton, C.
Emerson, R. W.	Lincoln, A.	Taylor, B.
Field, E.	Lincoln-Douglas	Thoreau
Franklin	Longfellow, H. W.	Trollope, A.
Franklin &	Lowell, J. R.	Van Dyke
Edwards	McCaskey	Watts, M. S.
Hale, E. E.	Melville, H.	Washington, G.
Harper's Contem-	Merrill's English	Webster, D.
porary Classics	Texts	White, Wm. A.
Harte, B.	Oration	Whittier, J. G.
Hawthorne, N.	Parkman, L.	Wilson, W.
	Peabody, J. P.	

GREEK

Autenrieth
Classic ser.
English-Modern

DICTIONARIES

Jannaris	Thayer
Liddell & Scott	White & Morgan
	Yonge, C. D.

FIRST LESSONS

Allen, J. T.	Gleason &	Morrison &
Ball, F. K.	Atherton	Goodell
Benner & Smyth	Goodell	Ritchie
Burgess & Bonner	Kaegi-Kleist	White, J. W.

GRAMMAR

Babbitt, F. C.	Goodwin, W. W.	Marlborough
Bevier, L.	Hadley & Allen	Smyth
Bryant & Lake	Hoffman, H. A.	Sturtevant, E. H.
Burton, E. D.	Johnson and	Thompson, J.
Gildersleeve	others	
	Kaegi-Kleist	

PROSE COMPOSITION

Arnold, T. K.	Gleason	Pearson, H. C.
Bonner	Hoffman, H. A.	Spicker
	Murray, A. T.	

READERS

Freeman &	Gleason	Marchant
Lowes	Goodwin, W. W.	Stearns, W. N.
	Gulick, C. B.	

VERBS

Boise & Browning	Keep
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GREEK—TEXTS

[For texts of Greek authors see author entries.]		
College ser.	Loeb Classical	Sonter
Gr. auth.	Library	Westcott & Hort
Greek classics	Passages	White, J. T.
Hall, F. W.	Plato	White, J. W.
	Smyth	

LITERATURE

Harper's dict.	Plato	White, C. A.
Jebb	Seymour, T. D.	Wright, W. C.

LATIN**DICTIONARIES**

Arms, S. D.	Harris, C. A.	Lewis, C. T.
Bogart, E. E.	Hill	Loane
Burgess, I. B.	Hosfeld	Longmans
Cassell	Hurlbut &	Smith, Wm.
Classic ser.	Bradley	Wessely
Gepp & Haigh	Kunzer, P. E.	White, J. T.
Harper's	Leverett	

FIRST LESSONS

Abbott, M. A.	Gunnison, W. B.	Nutting
Arnold, T. K.	Gunnison	Paine &
Bain	& Harley	Mainwaring
Barss, J. E.	Harkness, A.	Pearson, H. C.
Beeson & Scott	Harris, W. G.	Perkins, A. S.
Bennett, C. E.	Inglis &	Place, P. O.
Brooks, N. C.	Prettyman	Postgate, J. P.
Browne, G. H.	Janes & Jenks	Potter, F. H.
Chickering &	Jenkins	Ritchie
Hoadley	Jenner & Brant	Scott, H. F.
Collar	Jones, E.	Secundus Annus
Collar & Daniell	Kirk & Bull	Smart, M. C.
Comstock, D. Y.	Kirtland & Rogers	Smiley & Stork
D'Ooge, B. L.	Latin outlines	Smith
Du Pontet	Lothman	Smith, M. L.
Forsythe &	Lupold, H. S.	Sturtevant, E. H.
Gummere	Moore, C. H.	Thompson, J.
Green, J. C.	Morris, W. H.	Tunstall, R. W.
	Moulton	

LATIN—GRAMMAR**GRAMMAR**

Allen &	Gildersleeve-	Niederman, M.
Greenough	Lodge	Ritchie, F.
Behm, J. P.	Hale & Buck	Roberts & Rolfe
Bennett, C. E.	Harkness	Rolfe & Denison
Burton, H. E.	Heatley & Sloman	Sonnenschein
Byrne, L.	Howe & Beard	Sturtevant
Cassidy	Hussey	West, A. F.
Chase & Stuart	Lane, G. M.	Whittemore
D'Ooge, M. L.	Lane & Morgan	Wilby
Engelmann	Moulton	Wye, T. E.
	Muller	Yenni

PROSE COMPOSITION

Abbott, M. A.	Daniell & Brown	Mather &
Allen & Phillips	D'Ooge, B. L.	Wheeler
Arnold, T. K.	Drake	Mellick
Baker & Inglis	Elmore	Mitchell, B. M.
Barss, J. E.	Gildersleeve	Moulton
Bennett, C. E.	Lodge	Nutting
Bradley	Harris, W. G.	Pearson, H. C.
Collar	Inglis	Ritchie
Daniels	Johnston &	Scott, H. F.
	Sanford	Whittemore

READERS

Brass, J. E.	Hale & Buck	Reynolds
Bice	Harrington, K. P.	Ritchie
Chase & Stuart	Jane	Rolfe & Dennison
Chickering	Lowe, W. D.	Scott & Sanford
Daniels, E. D.	Moore, F. G.	Towle & Jenks
D'Ooge	Nutting	Tunstall
Gallup	Petrie, A.	Whittemore
	Postgate	

VERBS

Browning	Drissler, F.	Nall & Greenfell
	Reiley, K. C.	

TEXTS

[For texts of Latin authors see author entries]

Appleton, R. B.	Garrod	Paxon
Classics Fully	Gildersleeve	Peck &
Parsed	Hall, F. W.	Arrowsmith
College Latin ser.	Historæ Sacrae	Ritchie, F.
College ser.	Johnston, H. W.	Robinson, J. J.
Lat. auth.	Laing, J.	Schlicher
Comstock, D. Y.	Lake Latin	White, J. T.
Crowell	Classics	<i>Viri Romae</i>
Crowell, E. P.	Lake Latin Ser.	Arrowsmith &
(trans.)	Latin authors	Knapp
Edwards, G. M.	Literat. trans.	Churchill &
Egbert	Loeb Classical	Sanford
Excelsior, lit. tr.	Library	D'Ooge
Flickinger, R. C.	Maloney, E. R.	Rolfe
Franklin	Merrill, W.	Wait
& Greene	Passages	Whicher

LITERATURE

Dimsdale, M.	Gildersleeve,	Heydrick
Freeman, C. E.	B. L.	Laing, G. J.
	Harper's dict.	

FRENCH

DICTIONARIES

Bellows	Edgren & Burnet	Lewis, L. R.
Canfield	English-French	Littre-Webster
Carter	Feller	Passy-Hempl
Cassell's	Gasc	Pitman, I.
Classic ser.	Gem	Smith, F. W.
Clifton &	Heath's	Students'
McLaughlin	Hill	Webber
Contanseau	Hossfeld	Wessely
& Clifton	James & Molé	Wood

FIRST LESSONS

Ahn-Henn	François	Parlez vous
Alexander, L. H.	Giese & Cerf	Pylodet, L.
Allen & Schoell	Gourio, E.	Rees
Ballard, A. W.	Greenberg, J.	Ripman, W.
Bercy	Helein	Robert, F. R.
Berlitz	Herding	Robertson, T.
Brentano	Hugo	Rosenthal, R. S.
Bullet	Keetel	Roux
Cerf & Giese	Kirkman	Sauzé, E. B. de
Chardenal	Kueny, F. J.	Sharpley, A.
Chouquet	Leeman, J.	Soltoft-Ballard
Clark, T.	Le Roy	Spiers
Dolton, C. S.	Maloubier &	Stern & Meras
Doriot	Moore	Syms
Downer	Mansion, J. E.	Tesson, L.
Downer &	Méras & Stern	Walter, M.
Knickerbocker	Micoleau & Mc-	Walter & Ballard
Dreyspring	Tellan	Williams & Rip-
Dubrule, N.	Moore & Allin	man
Fasquelle	Newson	Woolf, A.
Fitzgerald, K.	Olmsted, E. W.	Worman
Fontaine, A. C.	Pargment	

GRAMMAR AND EXERCISES

Ahn-Henn	Fasquelle	Newson
Alexander L. H.	Fougeray, G. P.	Olmstead, E. W.
Allemano &	François	Otto, E.
Antoine	Fraser & Squair	Otto-Gaspey-Sauer
Allen & Schoell	Galland, J. S.	Pernot
Allpress, R. H.	Giese, W. F.	Philibert & Pratt
Angus, F. R.	Glauser & Poole	Pitman, I.
Armand, E. C.	Goodridge,	Rees
Bacon, E. F.	G. W.	Robertson, T.
Baillot &	Grandgent	Rosenthal &
Twight-Brugnot	Hill & Smith	Chankin
Bercy, P.	Holbrook, A. T.	Samson, D. N.
Berlitz	Hossfeld	Sanderson, R. L.
Bernard, V. F.	Hugo	Sauzé, E. B. de
Bronson, T. B.	Jaques	Schneider
Bruce, M. S.	Julien	Schwartz, I. A.
Cameron, J. H.	Keetel	Snow, W. B.
Cardon, L.	Kerr & Sonet	Sonnenschein,
Carnahan	Koren	E. A.
Cassell	Labiche	Stern & Meras
Chardenal	Lamb, W. W.	Storr
Chouville, L.	Lazarre, J.	Syms
Clark &	Levi, M.	Talbot
Tanqueray	Longmans	Thieme &
Clarke & Murray	Longmans	Effinger
Colin & Serafon	modern	Tricoche, G. N.
Collot	Mansion	Vingut-Ollendorf
de la Rochelle, P.	Mantilla, L. F.	Vreeland &
De Satjé, H.	Marchand, C. M.	Koren
Dubrule, N.	Marique & Gilson	Walters, J. S.
Duffet	Méras, B.	Whitney, W. D.
Duval	Méras	Worman
Edgren	Muzzarelli	Young, T. B.

CONVERSATION

Bascan, L.	Gastineau	Pitman, I.
Berlitz	Hennequin	Rees
Buzza & Hurt	Hossfeld	Rosenthal &
Cardon, L. &	Hugo	Chankin
Weeks, R.	Keetel	Thimm, F.
Champtassin, F.	Knowles &	Tilly
P. de B. et L.	Favard	VanDaell
Chouquet	Kroeh	Villesbrunne,
Collot-Levizac	Levi, M.	J. de la
De Greer	Longmans' il.	Wann
Dussanet, C.	Maloubier, E. F.	Worman
Dussault	Méras	Yersin, M. & J.

PRONUNCIATION

Berlitz	Geddes	Ripman, W.
Churchman,	Hugo	Tesson, L.
P. H.	Kroeh	Tilly
Collot-Levizac	Macirone, T.	Tuckerman
Dumville	Matzke	Yersin, M. & J.
	Nitze & Wilikins	

READERS

Ahn-Henn	Frazer, Mrs. J. G.	Méras & Roth
Aldrich & Foster	Frazer, L.	Newson
Ballard, A. W.	Goodell, R. R.	Olmstead &
Ballard-Tilly	Gyp	Barton
Barnes, J. K.	Harper	Otto-Gaspey-Sauer
Benton, C. W.	Harry, P. W.	Potter, H. A.
Bercy	Herdler	Rollins
Bierman &	Hossfeld	Roux
Frank	Hugo	Shoell, F.
Bowen, B. L.	Johnson, A. S.	Scherer, P. J.
Camerlynck	Joynes-Otto	Schoell, F. L.
Capus	King, L.	Sicard
Cardon, L.	Koren & Chap-	Smith & Green-
Chouquet	man	leaf
Clarke, C. C.	Kuhns	Snow & Lebon
Collott	Ladreyt, E. M.	Super
Cramer, J. G.	Lake	Syms
Daniels, F.	L'Ami	Talbot
Davies, P. M.	Larismont	Tesson, L.
Déroutéde	Lavissee, E.	Terry, H.
Douay	Lazare	Titterton, J.
Du Bois &	Leune	Tournier
De Greer	Livre	Tricoche, G. N.
Fontaine	Longmans	Walter & Ballard
Fortier	Lyons & Larpent	Weill, F.
François,	McGill & De	Whitney, W. D.
François &	Lautreppe	Williamson &
Giroud	Malot, H.	Papot

VERBS

Armstrong	Decourbey	Kroeh
Beck, B.	Du Croquet,	Martin, C. F.
Bercy, P.	C. P.	Mathews
Berlitz	Duprès	Reynol
Bronson, T. B.	French Verb	Sauzé, E. B. de
Castarède	Blanks	Tuckerman
Clark, C. C.	Harmanson	Warner, R. de K.
De Beauvisin,	Hossfeld	Wright, W. R.
M.	Hugo	

FRENCH—TEXTS

About, E.	French Readings	Musset
Allen & Schoell	Galland	Nicolas
Audoux, M.	Gautier, T.	Nodier
Augier, E.	Gennevray	Nohain
Augier & Sandeau	Gillet, L.	Noussane
Bacon, E. F.	Gozlan	Oxford higher
Balzac, H. de	Guerber	Oxford modern
Banville, T. de	Guerlac	Pargement
Bazin, R.	Guibillon, G.	Pailleron
Beaumarchais	Hale, E. E.	Paris
Benton, C. W.	Halevy	Partington, V.
Boileaux-	Hatheway	Pascal
Despréaux	Healy	Peers, E. A.
Bourget	Heaths	Perrault
Boyd, C.	Historiettes	Picard
Bruno	Hossfeld	Ping, L. G.
Buffum	Hovine, L.	Porchat
Cameron, A. G.	Hugo, V.	Racine
Carter	International	Raynal
Castegnier, G.	Jackson, H. A.	Rostand, E.
Chateaubriand	Johnson, A. S.	Rousseau, J. J.
Cherbuliez	Julliot	Sainte-Beuve
Chouville	La Bedolliere	Saint-Pierre
Chouville &	Labiche &	Santine
Savory	Martin	Sand, G.
Clarete	Laboulaye	Sandean
Clarke, T. M.	La Bréte	Sardou
Classiques	La Bruyère	Saunois, C.
français	Lacombe	Schinz & King
Clemenceau	Lafayette	Schoell, F.
Colin	La Fontaine	Schultz, J.
Collet-Levizac	Laidlaw	Scribe
Conley, K. C.	Lamartine, A. de	Sicard, E.
Constant, B.	Langlais	Sedaine
Coppée	Laurie	Ségur
Corneille	Legouvé &	Sévigne
Cremieux &	Labiche	Silver ser.
Decourcelle	Lemaitre	Simone
Daniels	Lesage	Soulié
Daudet	Lloyd-Williams,	Souvestre, E.
De Genestoux,	G.	Spink
DeMaupassant	Longmans	Stephane, M.
De Musset	Loti, P.	Super
Desly	Lucas, St. J.	Syms
Dumanoir &	Luquiens	Taine
Lafargue	Mairet	Talbot
Dumas	Malot, H.	Theuriet
Dumas (fils)	Manley	Thiers
Episodes	Marbot	Tillerton, J.
Eckmann-	Margueritte,	Topffer
Chatrian	P. & V.	Tyler, E. S.
Fabre, J. H.	Maupassant	Van Buren,
Farina	Maurey, M.	H. W.
Fautras	Meilhac &	Voltaire
Féval	Halévy	Vreeland &
Foa	Mellé	Michaud
Foncin	Meras, B.	Vinchould
Fontaine	Mérimee	Walters, J. S.
Fortier	Méry	Williamson &
Fouqué	Molière	Pabot
France, A.	Montaigne	Wolff, J. S.
Frazer	Montesquieu	Wyatt, E. R.
Frazer, J. G.	Monvert, A. de	Zola
	Moraud, M.	

LITERATURE

Berlitz (Fr.)	De Rougemont	Movillot, F.
Chaytor	Fontaine (Fr.)	Saintsbury, G.
Collection Gallia	Fortier (Fr.)	Sweikert, H. C.
Chevalley, M. A.	Harper's sch.	Truan (Fr.)
Crane (Fr.)	class.	Watson, M.
Delpit	Latham, A. G.	Wright, C. H. C.

GERMAN

Bellows
Caspar
Cassell
Classic ser.
Filipovic
Heath's
Henn-Ahn

DICTIONARIES

Hill
Hossfeld
James, W.
Longmans
Moesche &
Diercks
Morwitz
Reed, W. H.
Sterzinger
Student's
Tipray
Webster
Wessely
Whitney, W. D.

FIRST LESSONS

Ahn-Henn	Gohdes & Dodge	Nix
Allen, P. S.	Henn-Ahn	Otto-Gaspey-Sauer
Bacon, P. V.	Herding	Pichon
Bagster-Collins	Kappe	Prokosch
Becker, H. K.	Kayser &	Rees, J. D.
Berlitz	Monteser	Ripman, W.
Betz & Price	Kindergarten	Savory
Boezinger	Koehler &	Schmidt & Glokke
Cardon	Lambeck	Siepmann
Colby	Krause &	Steiger
Comfort	Krauser &	Vos
Crandon, L.	Scherer	Walter
David, W. H.	Kurzgefasste	Walter & Krause
Diekhoff	Kutner, B.	Webber
Doriot	Lange	Weintz
Dreyspring	Leopold	Whitney &
Forster, L.	Loesberg	Stroebe
Gohdes &	Müller, F. M.	Worman
Buschek	Newson	

GRAMMAR AND EXERCISES

Ahn-Henn	Henns	Biermann
Allen & Phillipson	Henn-Ahn	Otto, E.
Bacon, P. V.	Henze	Otto-Gaspey-Sauer
Ball, F. K.	Hodge	Pitman I.
Berlitz	Holzwarth	Pope
Bernhardt	Hossfeld	Proksch, E.
Bernstorff	Howe, G. M.	Sheldon, E. S.
Bierrwirth, H. C.	Huebach & Smith	Sonnenberg
Bishop &	Hugo	Schoelch
McKinlay	Ihrig	Spanhoofd
Blochmann	Jagemann	Spearing, H. G.
Boezinger	Joynes	Steiger
Cardon	Joynes-Meissner	Stein
Carrington &	Joynes-Wessel-	Thomas, C.
Holzwarth	hoeft	Truscot & Smith
Chicago new	Kroeh	Vos, B. J.
stand ser.	Lambert	Wenkebach, C.
Colby	Lange	Wenkebach
Curme	Learned	& Schrakamp
Dippold, G. T.	Leopold	Wesselhoeft
Dresden	Lodeman	Wheatley, W. A.
Fraser & Van der	Lueken	Whitney, W. D.
Smitten	Morgan B. Q.	Whitney &
Gohdes & Buschek	Manfred	Stroebe
Gould, C. N.	Marlborough	Wilson A. E.
Greenfield, E. V.	Meissner	Worman
Gronow	Morgan, B. I.	Wright, J.
Ham & Leonard	Osthaus &	Zinnecker

CONVERSATION

Allen & Phillip-	Gaspey, Otto,	Purin
son	Sauer	Thimm, F.
Ballard & Krause	Grandgent	Valette
Bernhardt, W.	Hauviller	Vos
Cardon	Hugo	Voss & House
Deutsch	Kroeh	Weinecke
Dreyspring	Prokosch, E.	Wesselhoeft
Fossler	Prokosch &	

PRONUNCIATION

Ahn-Henn	Ripman, W.	Westaway
Kroeh, C. F.	Vietor, W.	

READERS

Ahn-Henn	Deutsch	Gohdes &
Allen, P. S.	Dietrich von Bern	Buschek
Bacon, P. V.	Dippold	Gronow
Benziger	Erstes deutsches	Haertel
Blochmann	Evans &	Heath's
Boisen	Merhaut	Hempl
Briggs, F.	Fischer	Henn-Ahn
Chicago	Gelbach	Horsfeld
Cincinnati	German Science	Hülshof

Huss H. C. O.	Müller, F. M.	Spearing, H. G.
Jones	Müller &	Steiger
Jones, H. P.	Wenckebach	Thomas &
Kappe	Newson	Hervey
Kip	Otto-Gaspey-Sauer	Walter-Krause
Knoefel	Prokosch, E.	Werner-
Kroeh	Prokosch &	Spanhoofd
Lange, F. J.	Purin	Witter
Lucken	Rhoades &	Wright, A. S.
Lucken	Schneider	Wright, J.
Lutz F.	Roessler	Zimmermann
Manley, E.	Savory, D.	Zinnecker
Milwaukee	Schmidhofer	

VERBS

Cutting	Hossfeld	McCollom
Du Croquet	Kellogg	

GERMAN—TEXTS

Ahn	Goethe & Schiller	Roth
Ahn comedy ser.	Grillparzer	Savory, D. L.
Ahn novel ser.	Grimm	Schanz
Allen, P. S.	Groller	Scheffel
Arnold, Hans	Hauff	Scherer &
Auerbach, B.	Hebel	Dirks
Bacon, P. V.	Hein, G.	Schiller, F.
Baumbach	Heine	Schrakamp
Baumbach &	Heyse	Schücking
Wildenbruch	Hillern	Schurz
Bender, H.	Holly	Seeligmann
Benedix	Hoyle	Seidel, H.
Bernhardt	Ibsen	Seume
Betz	International	Siegfried
Blumenthal, O.	Jacobson, K.	Shiffel
Blüthgen	Keller	Shorter German
Boezinger	Kern	Poems
Buckheim	Klaussmann	Silver ser.
Burkhard, O.	Kleist	Simonson
Chamisso	Körner	Spanhoofd, A. W.
Clarke, J.	Kurz	Spyri, J.
Collitz	Leander	Stahl
Cotton, R. A.	Lessing, C. E.	Stern, S. M.
Decker &	Liliencron	Stern & Arrow-
Märkisch	Loesberg, J. P.	smith
Deutsche Gedichte	Luther	Stifter
Deutsches Lieder-	Manly & Allen	Stoltze
buch	Meyer, C. F.	Storm
Dillard	Meyr, M.	Stroebe &
Droste-Hülshoff	Mezger &	Whitney
Ebner-Eschenbach	Mueller	Thiergen
Eckstein	Müller, E.	Tyndale
Eckstein &	Müller, F. M.	Tyndale, H. E.
Wildenbruch	Müller &	G.
Ernst	Lichtenstein	Volkman
Fahsel	Newson	Volkman-
Fick	Oxford Ger. ser.	Leander
Fiedler, H. G.	Pohl, E.	Wachenhusen
Frenssen	Prehn	Wagner
Freytag	Raabe, W.	Wenckebach
Fulda	Ranke	Wilbrandt
German Poems	Richter	Wildenbruch
Gerstacker	Riehl	Wilson, A. E.
Goethe	Ries	Zschokke
	Rosegger	

LITERATURE

Florer	Holzwarth	Thimm, F.
Francke	Hosmer	Wenckebach
Harper's sch.	Priest	Witkowski, G.
class.	Stroebe & Whit-	
	ney	

ITALIAN

DICTIONARIES

Bracciforti, F.	Jaschke	Bracciforti
Edgren	Hossfeld	Roberts, J. O.
Feller	Lysle, A. R.	Sergio, A.
Handy	McLaughlin, J.	Students
Hill	Melzi, B.	Webber
Hoare	Millhouse &	Wessely

CONVERSATION

Hugo	Waller
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FIRST LESSONS

Parlate Italiano	Wilkins, E. H.
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GRAMMAR AND EXERCISES

Berlitz	Hossfeld	Phelps
Clark, C. N.	Hugo	Pitman, I.
Hecker, O.	Marlborough	Young, M. V.
	Otto-Gaspey-Sauer	

PRONUNCIATION

Hossfeld

READERS

Bergen & Weston	Comba, T. E.	Frankenberg
Brentano	Harrington &	Hossfeld

VERBS

Berlitz	Hossfeld
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TEXTS

Farina	Parini	Van Horne, J.
Ferrari	Sergio	Weiss-Ugarte
Fogazzaro	Sanctis, F. De	Wilkins, E. H.
Giaccosa, G.	Silver ser.	Wilkins &
Manzoni	Tasso	Marinoni

LITERATURE

Berlitz

RUSSIAN

DICTIONARIES

Harkavy, A.	McLaughlin	Wassilieff, A.
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GRAMMAR AND EXERCISES

Berlitz	Forbes, N.	Marlborough
Currall, R. T.	Hossfeld	Sieff, M.
Dearmore &	Hugo	Volper
Taneavitch		

COLLECTIONS

Tebbut, A. E. R.

READERS

Brentano	Forbes, N.	Semenoff &
	Harper, S. N.	Tillyard

VERBS

Lett, S.	One hundred
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TEXTS

Chekhov	Kryloff, J. A.	Saltykov
Dostoevski	Lermontov, M.	Tolstoy
Garshin, V. M.	Pushkin, B. G.	Turgenev

LITERATURE

Shakhnovski

SPANISH

DICTIONARIES

Barwick, G. F.	Parmenter	Pitman, I.
De Rivas, F. M.	Hill	Poncede Leon
Dutton's	Jaschke	Salva-Webster
Excelsior	Larousse	Students'
Garcia & Cornet	MacDonald, G. R.	Webster
Goldsmith, P. H.	McLaughlin, J.	Wessely
Hall	Moesch &	Wessely-Girones
Handy	Diersks	Williams, L.
Hansler &	Noble	

FIRST LESSONS

Baralt, L. A.	Fontaine	McHale, C. F.
Berlitz	Galeno, O.	Marion &
Chaytor	Giese, F. W.	Des Garenne
Cherubini, G.	Gurrin, T. E.	Olmsted, W. E.
Cortina	Habla vd	Romero
Crawford,	Espanol?	Sparkman
J. P. W.	Haenssler	Valette, M. de
Dowling	Herding	Wilkins, L. A.
Espinosa & Allen	Hugo	Worman

GRAMMAR AND EXERCISES

Berlitz	Gouin Method	Ramsay
Birch, J. N.	Hall, G.	Ramsay & Lewis
Broomhall, E. J.	Hills & Ford	Rees, D. J.
Bushee, A. H.	Hossfeld	Robertson, T.
Cano, B. T.	Hugo	Romero
Cheribini, G.	Ingraham-Edgren	Sinagnan
Coester	Janer, F.	Smith, L. C.
Cool	Knapp, W. L.	Thomas
Cortina	Knoflach	Toledano, C. A.
Crawford, J. P. W.	Loiseaux, L. A.	Umpfrey
De Vitis	McHale, C. F.	Vingut-Ollendorf
Eschrich, P.	Mantilla, L. F.	Wagner
Espinosa	Marlborough	Wagner, C. P.
Espinosa & Allen	Monsanto & Langueulier	Warshaw, J.
Ford	Moreno-Lacalle	Wilkins, L. A.
Fuentes & Francois	Nin, M. G.	Worman
Garner, S.	Olmsted & Gordon	Worman & Bransby
Goldsmith, P. H.	Otto-Gaspey-Sauer	Ybarra
	Pitman, I.	

CONVERSATION
(Spanish)

Ballard-Stewart	Darr	Lacalle
Becker & Mora	Dougherty, P.	Mantilla, L. F.
Berlitz	Dussault	Pinney
Bonilla	Espinosa	Silva & Fourcaud
Bromhall, E. J.	Hugo	Valette
	Kroeh	

PRONUNCIATION

Kroeh, C. F.

READERS

Allen, C. G.	Hanssler & Parmenter	Martinez Sierra
Allen & Castillo	Harrison, E. S.	Matzke
Aviles	Harry, P. W.	Monroe, L. B.
Balshaw, H. C.	Hatheway & Bergé-Soler	Moreno-Lacalle, J.
Benavente	Hills, E. C.	Nelson
Bergé Soler & Hathaway	Hossfeld	Phipps
Brentano	Isaacs	Pittaro
Cano, B. S.	Johnson, A. B.	Ramsay
Cortina, R. D.	Loiseaux, F. B.	Roessler & Remy
Cyr, E. M.	Luquiens, F. B.	Romera-Navarro
De la Vega, G.	Luria	Rosales
De Vitis	Luria & Chankin	Schevill
Espinosa	McGuffey	Solano, M.
Ford, J. D. M.	Mantilla, L. F.	Supple, E. W.
Frias	Mapes & de Velasco	Terzano, G.
Giese, F. W.	Marcial Dorado	Turrell, C. A.
Gil y Záratte	Marion & Cheskis	Uribe-Troncoso
Gorostiza	Marcado & Costa	Walsh, G. M.
Hall, G.		Warren, J.
Hall & Chester		Wilkins, L. A.
		Wilkins & Luria

VERBS

Berlitz	Hugo	Pitman, I.
Hossfeld	Matthews	Traub

TEXTS

Alarcon	Ford, E. C.	Moratin
Albes, E.	& J. D. M.	Pardo
Avellaneda	Galdos	Pereda
Benavente	Garcilaso de la Vega	Perez Eschrich
Blasco	Harry, P. W.	Picon
Ibáñez, V.	Hartzenbuch	Quintana, M. J.
Bonilla	Heath	Quintero
Brau	Henry, R.	Rivera & Doyle
Breton	Hill	Samaneigo
Calderon	Hossfeld	Siegmeyer
Carrión & Aza	International	Silver ser.
Cervantes	Iriarte	Sparkman, C. F.
Coester	Isaacs	Tamayo & Baus,
De Haan & Morrison	Laguardia,	M.
De La Vega	C. J. B.	Teatro
De Moritin	Larra	Terzano
De Vitis, M. A.	Le Sage	Trueba
Du Poncet	Luce, A.	Turrell
Fernando Caballero	Marcial Dorado	Uribe y Troncoso
Fernandez & Purdie	Marmol, J.	Valera
	Martinez de la Vega	Valera
	Rose	Wilkins, L. A.
	Martinez Sierra	

See also for text-books in Spanish on Arithmetic, Geography, Physics and Shorthand, these subjects.

LITERATURE

Farnell, I.	Ford	Turrell
	Hanssler, W.	

OTHER LANGUAGES

Abelson, P.	(Portuguese)	Primero Livro
(Yiddish)	Gulian, K. H.	(Portuguese)
Ackerly	(Armenian)	Sayce, A. H.
(Roumanian)	Hagopian, H.	(Assyrian)
Alane, S.	(Armenian)	Schnitzler, J. M.
(Finnish)	Hemeling, K.	(Dutch)
Anastassiou	(Chinese)	Stearns, W. N.
(Modern Greek)	Hillier (Chinese)	(Hebrew)
Arminen & Aaltio	Hoffmann, F.	Steadman & Lee
(Finnish)	(Hungarian)	(Chinese)
Axelrad	Hossfeld	Sterzinger
(Roumanian)	(Portuguese)	(Bohemian)
Baluta, G. F.	Hugo	Strong, G. V.
(Polish)	(Dutch)	(Chinese-Japanese)
Berlitz	(Portuguese)	Subotic & Forbes
(Danish, Dutch, Bohemian,	Kellerman, A.	(Serbian)
Japanese, Hungarian, Polish,	Koenen, M. J.	Terceiro Livro
Portuguese, Swedish)	(Dutch)	(Portuguese)
Bjorson	Kramer	Tipray (Hungarian)
(Norwegian)	Kubelka	Vanderbilt
Branner, J. C.	(Croatian)	(Oriental)
(Portuguese)	Lindemann	Vanandel
Coffey	(Hebrew)	Vosen-Kauten
(Hebrew)	W. M.	(Hebrew)
Crawford, M.	(Japanese)	Winstedt
(Finnish Lit.)	Marlborough	(Malay)
De Soissons	(Chinese)	Wood & Lancaster
(Hungarian)	(Hungarian)	(Hebrew Grammar)
Dixon, C.	(Japanese)	Yeran (Armenian-Turkish)
(Slovak)	(Norwegian)	Yolland (Hungarian)
Filipovik	(Swedish)	Zdrubek, F. B.
(Croatian)	Marohonic	(Bohemian)
Geographia Elementar	Niemi, C.	(Swedish)
(Portuguese)	(Finnish)	
Grammatica Portugueza	Pitman, I.	
	(Portuguese)	

MATHEMATICS

GENERAL WORKS

Atwell, R. K.	Hamilton & Buchanan	Rugg-Clark
Barker, E. H.	Buchanan	Saxelby
Birch	Harg	Schorling & Reeve
Breckenridge	Kenyon & Lovitt	Short & Elson
Mesereau & M.	Langley, E. M.	Taylor & Allen
Breslich, E. R.	Lindquist	Thomas
Brooks, E.	McLachlan,	Vosburgh, W. L.
Brown, N. D. L.	N. W.	& Gentleman,
Cajori, F.	Madden & Turner	F. W.
Christmann	Turner	Wells & Hart
Cobb, H. E.	Mann, H. L.	Wentworth,
Crackenell, A. G.	Mellor, J. W.	Smith & B.
Dooley, C. R.	Moritz, R. E.	Wentworth,
Dunlap & Jackson	Ransom, R. W.	Smith & H.
Gale & Watkeys	Rasor, S. E.	Young, J. W.
Griffin, F. L.	Rietz, Crathorne	Young & Morgan
Gugle, M.	& R.	

ARITHMETIC

GENERAL

Alexander-Dewey	Miller, J. N.	Stevens & Butler
Benton, E. E.	Nichols, W. F.	Stoddard
Birch-McAllister	Pract., Text bks.	Symonds
Brooks	Self educator	Thomas, A. O.
Chignell & Patterson	Sensenig & Anderson	Thompson, T. E.
Ellis	Sharpe, H. E.	Thorndike, E. L.
Gardner & Murtland	Showalter	Wells, W.
Hatch & Hazel-Sutton	Smith, O. S.	Wentworth & Smith
wood		Wood H. A.

ELEMENTARY

Alexander-Dewey	Bradbury, W. F.	Curtiss, E.
Alvord & Davis	Brooks, E.	Davison, L. A.
Bailey & Germann	Campbell & Hughes	Evans & Marsh
Beebe, L. N.		Gibbs
Boynnton, F. D.	Carr & Brady	Gray, J. C.

ARITHMETIC—ELEMENTARY—Continued

Harris-Waldo	Nicholson, J. W.	Van Amburgh
Hoyt & Peet	Paddock &	Wade, J. H.
Hunt, B.	Holton	Walsh
Lewis, C. J.	Pierce, E. M.	Walton & Holmes
Milne, W. J.	Rawlins	Watson & White
Modern	Lippincott	Weintrob, R.
Arithmetics	Seals, H. R.	Wentworth
Morey, C. W.	Sanford, H. R.	& Reed
Nash, L.	Shutts & Weir	White, E. E.
National tabs.	Stevens & Noble	White & Colgrove
Neely & Killins	Stone & Millis	Willard, E. R.
	Studebaker, J. W.	

GRADED

Alexander-Dewey	Harvey, L. D.	Smith, D. E. (3)
(3)	(2)	(Grammar sch.)
same (6)	same (2)	(2)
Atwood, G. E.	Heath (3)	(Practical) (3)
Anderson, R. F.	Herz & Brants	Southworth
(4)	(7)	& Stone (2)
Bacon, M. A. (2)	Hoose (2)	Stone, J. C. (3)
Bailey, M. A.	Hopkins &	Stone & Millis
(2)	Underwood (2)	(3)
Baird, S. W. (8)	same (2)	same (3)
Benziger (6)	Hoyt & Peet (3)	Strasburger &
same (3)	(3)	Chankin (3)
Bonsall & Mercer	Hull, G. W. (2)	same (2)
(3)	Jones, W. S. (2)	Sutton & Bruce
Boylan & Smith	Krampner &	(2)
(3)	Grady (8)	Tallant-Umholtz
Brooks, E. (3)	Lennes & Jenkins	(2)
same (2)	Lippincott (2)	Thorndike, E. L.
Union (2)	Lyons (2)	(3)
Brown, J. F. (2)	Milne (Inductive)	same (5)
Buker & Felter	(3)	Wade (3)
(3)	(N. Y. State)	Walsh, J. H. (2)
Byrnes, Richmond	(2)	Walsh-Suzzallo
& R. (6)	(Standard) (2)	(2)
Cajori (3)	Modern Arithme-	same (3) same
Campbell &	tics (3)	(5)
Hughes (3)	same (2)	Walton &
same (6)	Morey, C. W. (2)	Holmes (4)
Carr, E. M. (3)	same (3)	Watson & White
Colaw, E. D. & P.	Myers, G. W. (3)	(Modern) (4)
(Pract.) 2	New World (3)	same (2)
(Primary)	Nichols, W. F.	same (4)
(Grammar) 2	(New Graded)	same (2)
(Same 3)	(8)	Wentworth, G. A.
Drushel, Noonan,	same (3)	(3)
Withers (3)	(Progressive) (3)	same (5)
Durell, F. (2)	Nicholson, J. W.	Wentworth
same (2)	(5)	& Smith (3)
same (3)	Philadelphia (2)	Wentworth-Smith
Felter, W. L.	Phillips &	(2) same (3)
Gilbert &	Anderson (2)	same (N. Y.) (2)
Gleason (3)	same (3)	Wentworth,
Gorton-Lynch, M.	Pierce, E. M. (3)	Smith & Shields
(12)	Prince, J. T. (8)	Werner (3)
Greenleaf (3)	Rawlins (2)	Wheeler (3)
Hall, F. H. (6)	Ray (4)	White, E. E. (3)
Hamilton, S. (3)	same (3)	same (2)
same (2)	Robinson, H. N.	Winslow, I. O.
same (2)	(4) same (2)	(3)
(Essentials) (3)	Sensenig & A.	Young & Jackson
same (3)	Anderson (4)	(2)
(Standard) (3)	(3)	same (3)
Harper (2)	Sheldon, G. T.	
(Progressive) (3)	(2)	

HIGHER

Beman & Smith	Hobbs	Stratton &
Brookman, T. A.	Kelso, O. L.	Remick
Brooks	Lyman	Vosburgh &
Calfee	Madden & Turner	Gentleman
Clark, L. H.	Sisk	Wells & Hart
Coleman	Southworth	White
Henry	Stone-Millis	

MENTAL

Bailey, M. A.	Eaton S.	Griffin
Bradbury	Ellis	Hopkins &
Brooks, E.	Ewart, Field &	Underwood
Dean	Morrison	Hull, G. W.
Dubbs	Gifford J. B.	Joy

Kirk & Sabin	Mirick, Ballou & Towne
Lippincott	Tall
Lyons &	Rawlins
Carnahan	Ray
McLellan & Aimes	Rice, A. L.
Milne, W. J.	Sanders
	Stoddard, J. F.
	Walsh, J. H.
	Weidenhaner
	Wentworth, G. A.
	Wentworth-Smith
	Werner
	Williams, W. H.

COMMERCIAL

Bell, W. O.	Fritch	Prentice, J. B.
Bexell & Nichols	Gregg	Sadlier W. H.
Bigelow & Arnold	Hart & Watts	Smith, O. S.
Birch	Kiggen	Sutton & Lennes
Birch, C. E.	Kimball	Thurston, E. L.
Bookman, C. M.	King	Transeau, G. E.
Burtis	Lewis, C. J.	Van Tuyl
Curry	Lord, G. P.	Walsh, J. H.
Dooley, W. H.	Lyons	Will, W. R.
Edgerton, E. I.	Metropolitan ser.	Williams, O. F.
Edwards, A. M.	Moore & Miner	Williams &
Ellis	Musselman	Rogers
Finney & Brown	Nelson R.	

MENSURATION AND TABLE BOOKS

Cole	Goddard	Nash, L.
Ficklin	Granger	Underhill
Furst	Hutton, H. H.	Wells, W.
Galbraith &	Merriman, M.	Wentworth, G. A.
Haughton	Milne, W. J.	Young Cath.
	Molesworth, G.	

SPANISH (written in)

Wentworth, G. A.

QUESTIONS AND EXERCISES

Barnes	Kuntze & Patch	Silver, H. J.
Bradford	Lester, F. V.	Southworth
Britton	Meifuss	Southworth
Brooks	New Am.	& Stone
Courtis, S. A.	Nichols, W. F.	Strasburger &
Dubbs	Number Exercises	Chankin
Hunt, B.	Peet & Dearborn	Thorndike
Jury, O'Connell	Ray	Thurston, E. L.
& S.	Ruggles	Welch

ALGEBRA

GENERAL

Beman & Smith	Myers, G. W.	Wells, W.
Brooks	Newell, M. J.	Wentworth, G. A.
Colaw & Ellwood	Payne	Wentworth
Durrell &	Rietz, Crathorne	& Smith
Arnold	& Taylor	Wentworth
Hale	Rivenburg	Smith &
Lippincott	Schultze, A.	Schlauch
Long & Brenke	Sykes & Com-	White, E. E.
Loomis	stock	Young & Jack-
Manchester	Symonds, H. C.	son
Milne, W. J.	Taylor, M. D.	Ziwet & Hopkins
	Towne	

ELEMENTARY

Atwood, G. E.	Hallett & Ander-	Price, I.
Boyden	son, R. F.	Ray, J.
Bradbury, W. F.	Hopkins & Un-	Robinson
Brookman, T.	derwood	Schultze, A.
Brooks, E.	Kent	Slaughter & Lennes
Cajori & Odell	Lyman & Darnell	Smith
Colaw, J. M.	Marsh, H. B.	Smith, D. E.
Colaw & Powers	Michael, O. S.	Sommerville
Collins, J. V.	Milne	Stone & Millis
Durell & Arnold	Model	Turnbull
Fairbanks	Morrison, A. H.	Walsh
& Hebden	Myers & Atwood	Wells, W.
Ford &	Nicholson	Wells & Gerrish
Ammerman	Osborn & French	Wentworth, G. A.
Gideon, G. D.	Potter, A. W.	Wheeler, A. H.
Hall & Knight	Powers & Colaw	

GRADED

Bradbury &	Collins, J. V. (3)	Fite (3)
Emery (2)	Durrell, F. (2)	Hawkes, Luby &
Cajori & Odell	(same) (2)	T. (2)
(2)	Durell & Robbins	Hull (2)
	(3)	

ALGEBRA—GRADED—Continued

Marsh & Ashton (2)	Schultze, A. (2)	Wheeler A. H. (2)
Olney (3)	Slaught & Lennes (3)	Williams & Kempthorne (3)
Philip (2)	Wells & Hart (3)	Young & Jackson (2)
Progressive Regents' Questions	Wentworth & Smith (2)	

HIGHER

Barton, S. M.	Marsh & Ashton	Townsend, E. J.
Burnside & Panton	Maurus	Wells, W.
Ford, W. B.	Milne, W. J.	Wentworth & Smith
Hall & Knight	Murray, D. A.	Williams & Kempthorne
Hanus	Peck	Young & Jackson
Hawkes	Rietz & Crathorne	
	Skinner, E. B.	
	Taylor, J. M.	

QUESTIONS AND EXERCISES

Atwood, G. E.	McCurdy	Sampson, C. H.
Bradbury, W. F.	Nunn, T. P.	Scott, I. O.
Droman, W. S.	Robbins, E. R.	Taylor, M. D.
Hawkes, Luby & T.	Somerville Robinson	Wheeler, A. H.

GEOMETRY**GENERAL**

Blichfeldt, H. F.	Hart & Feldman	Robbins, E. R.
Bradbury	Hedrick	Sanders, A.
Brooks, E.	Hill, G. A.	Schultze & Sevenoak
Bush & Clarke	Hornbrook	Slaught & Lennes
Carslaw	Jones, G. W.	Smith, E. R.
Chauvenet	Low, D. A.	Spencer
Dobbs	Lyman, E. A.	Spooner
Durell, F.	Mathews, G. B.	Stone & Millis
Durell & Arnold	Milne	Sykes & Comstock
Failor	Morris & Husband	Wells, W.
Fine & Thompson	Monckton	Wells & Hart
Ford & Ammerman	Morrison	Wentworth, G. A.
Galbraith & Haughton	Myers, J. W.	Wentworth & Hill
Gladden T. L.	Newell & Harper	Wentworth-Smith
Hale	Nichols	Young & Schwartz
	Phillips & Fisher	

PLANE

Avery, J. A.	Hawkes, Luby & Touton	Slaught & Lennes
Auerbach & Walsh	Long & Brenke	Smith, E. R.
Beman & Smith	Lyman, E. A.	Stone & Millis
Betz & Webb	Milne	Sykes & Comstock
Böcher	Newell & Harper	Wells, W.
Brooks, E.	Osgood & Graustein	Wells & Hart
Bruce, W. H.	Palmer & Taylor	Wentworth, G. A.
Bush & Clarke	Pettee, G. D.	Wentworth-Smith
Durell	Phillips & Fisher	Williams (J. H. & K.)
Davison & Richards	Quinn	Willis, C. A.
Elmore, E. B.	Robbins, E. R.	Young & Jackson
Failor, I. N.	Rubinstein, A.	Young & Schwartz
Ford & Ammerman	Sanders, A.	
Hart & Feldman	Schultze & Sevenoak	

SOLID

Betz & Webb	Hawkes, Luby & Tutton	Schultze & Sevenoak
Brooks, E.	Lyman	Slaught & Lennes
Bruce, W. H.	Marsh, C. A.	Smith, E. R.
Bruce & Cody	Milne, W. J.	Stone & Millis
Durell, F.	Newell & Harper	Sykes & Comstock
Failor, I. N.	Osgood & Graustein	Wells, W.
Ford & Ammerman	Palmer & Taylor	Wells & Hart
Galbraith & Houghton	Phillips & Fisher	Wentworth, G. A.
Godfrey & Siddons	Robbins, E. R.	Wentworth-Smith
Hart & Feldman	Salmon, G.	Williams (J. H. & K.)
	Sanders	

SPHERICAL

Salmon, G.

ANALYTICAL

Candy	Loomis	Smith & Gale
Dowling & Turneure	Riggs, N. C.	Snyder & Sisam
Osgood & Graustein	Roberts & Colpitts	Tanner & Allen
	Salmon	Ziwet & Hopkins
	Siceloff, Wentworth & S.	

DESCRIPTIVE

Bartholomew	Fredericks	MacCord
Church	Giescke & Mitchell	Norton
Church & Bartlett	Greene, J. A.	Pickford
Cone	Krone	Randall
Ferris	Low, D. A.	Young & Baxter

QUESTIONS AND EXERCISES

Beman & Smith	Droman, W. S.	MacGibbon
Conant	Elmore E. B.	Wentworth, G. A.
	Hedrick	

TRIGONOMETRY

Barker	Hall & Frink	Murray, D. A.
Bocher & Gaylord	Hall & Knight	Passano, L. M.
Bowser	Harding	Paterson, W. E.
Bradbury, W. F.	Hun & MacInnes	Philips & Strong
Breslich, E. R.	Jones, G. W.	Robbins, E. R.
Brooks, E.	Kenyon	Rothrock, D. A.
Chauvenet	Kenyon & Ingold	Symonds, H. C.
Chignell	Lock & Child	Taylor, J. M.
Conant	Lyman & Goddard	Taylor & Puryear
Crockett, C. W.	McClenan & Rusk	Wells, W.
Dickson	Macmillan	Wentworth, G. A.
Dunkley, W. S.	Marsh, C. A.	Wentworth & Hill
Durell, F.	Marsh & Ashton	Smith
Granville W. A.		Young & Morgan

CALCULUS

Barker	Murray, D. A.	Townsend & Goodenough
Batemen	Osgood, W. F.	Young & Linebarger
Carey	Passano, L. M.	
Jackson	Perry	
Love, C. F.	Snyder & Hutchinson	

LOGARITHMS

Bradbury, W. F.	Granville	Phillips & Strong
Breslich, E. R.	Hudson	Phillips & Fisher
Conant	Jones, G. W.	Taylor, J. M.
Crockett	Loomis, E.	Wentworth, G. A.
Durell	Macmillan	Wentworth & Hill
Godfrey & Siddons	Marsh & Ashton	
	Newcomb, S.	

SURVEYING

Blocher, J. S.	Perrin	Raymond Webb-Fish
Bradbury W. F.	Raymond	Wentworth, G. A.
Caldwell M. P.		

MILITARY TRAINING

Infantry Drill Regulations	Manual—Non-Commissioned officers and Privates	Manual—Interior Guard Duty
MacNab, A. J.		

MUSIC

Abbott, A. J.	Bowen	Churchill-Grindell
Aiken, W. H.	Bridge	Cincinnati Music Reader
Aitch, N. H.	Brittain, M. L.	Cole's First Studies in Music
Alexander, B.	Bryant, L.	Cole, S. W.
Allen, H. P.	Buckingham, D. I.	Cole, C. L.
Baker & Kohlsaat	Butterfield, E. O.	Corona
Banister, H. C.	Carter, H.	Damon
Barri, O.	Cartwright	Hymnal
Bartholomew & Lawrence	Cecilian Series of Study	Christian Bros.
Behnke & Pearse	Children's Hymnal	De Graff, E. V.
Bispham, D.		
Birge E. B.		

Dorrett
Downes &
Marshall
Earhart, W.
Educational
Music Course
Emerson, Brown
& Gay
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Farnsworth, C. H.
Finck & Bentley
Foote & Slie
Foresman, R.
Franklin
Fryberger, A. M.
Gantvoort
Gartlan &
Donnelly
Gehrken, K. W.
Giddings &
Newton
Graves, J. A.
Griggs, H.
Guttmann
Haaren &
Mattfield
Haller-Dieringer
Hamer, A. T.
Hanson
Happy Days
Holgate &
Grover
Holme, E.
Homer
Hornby
Humphreys, L. B.
Joannes
Johnson, C.
Johnson, C. W.
Johnstone &
Loomis
Jones, M. B.
Kavanagh &
McLaughlin
Kellogg, A. M.
Kitson, C. H.
Kofler

Krebs
Kurzenknabe
Lamperti
Levermore
Leavitt
Lewis &
Maxwell
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Longfellow &
Whiteley
Loomis, G. B.
Loomis, H. W.
McConath, O.
McCaskey
McCoy
McGranahan &
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Marshall, L. B.
Mathews
Medina
Mercer, W. C.
Miessner, W. O.
Miessner & Fox
Modern Music
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Music Copy
Book for High
Schools and
Classes
Music Writing
Pad
Myer, E. J.
Myer, S. S.
Natural Music
New Normal
Music
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Parker, Mc-
Conathy, Birge,
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Progressive

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Silver Song Series
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ton
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Steele
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munity Song
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Valentine, Shaw
& Alden
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White, W. A.
Zeiner
Zuchtmann

BIOLOGY

Abbott, J. F.
Atwood, W. H.
Bailey & Coleman
Bigelow &
Bigelow
Blaisdell
Buchanan &
Buchanan
Calkins
Castle & Others
Childs, C. M.
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Crabtree, J. H.
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Daughtery
L. S. & M. C.
Dodge, C. W.
Downing, E. R.
East-Jones
Frost &
McC Campbell
Galloway, T. W.
Hamaker
Harvey, E. N.
Heinemann,
P. G.
High School
Biology Leaf-
let
Hodge
Holder
Holmes, S. J.
Hornaday
Jewett, F. G.
Kellicott, W. F.
Kimm, S. C.
Linville, H.
Loeb, J.
Lull, R. S.
McCabe, J.
McFarland, J.
Macewen, R. S.
Moon, T. G.
Morgan, T. H.
Newman, H. H.
Peabody & Hunt
Prentiss & Arey
Scott, W. B.
Sedgwick & Wil-
son
Smallwood, Bai-
ley & Beverley
Tashiro, S.
Torele, Walter,
M. C.
Trafton, G. H.
Walter, H. E.
Woodruff, L. L.

LABORATORY MANUALS

Bailey & Green
Clark, B. M.
Curtis, F. D.
Gruenberg &
Wheat
Hunter
Hunter &
Valentine
Sharpe, R. W.
Smallwood,
Bailey & R.

ANATOMY, PHYSIOLOGY AND HYGIENE

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Andress, J. M. &
A. T.
Andress &
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Brinkley, W. J.
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Coleman, W. M.
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Eddy
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Emerson & Betts
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Fish
Fitz
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Weighley
Glazebrook, R. T.
Guides for sci.
Gulick, L. H.
Guyer
Haight, H. W.
Hall, W. S.
Hall, W. S. &
J. W.
Hallock & Wins-
low
Harrow, B.
Hartman-Bibb
Haviland, M. S.
Health for Little
Folks
Health Ser.
Heilman, E. A.
Hewes
Hoag
Hotze
Hough &
Sedgwick
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Huxley &
Barcroft
Jegi, J.
Jameson
Jewett, F. G.
Johnston, A. K.
Johannon
& Bouton
Jones & Bunce
Kellogg, J. H.
Kellogg, V. L.
Kelly, M. A. B.
Kingsley
Krohn
Krobin-Crumbine
Leroy
Lickley, J. D.
Lillie
Lippett
Lippincott
McCarthy, J. O.
McKean, J. E.
McKenzie, P. T.
Macy & Norris
Martin, H. N.
Millard
Mirick, H. A.
Moore, H. H.
O'Shea & Kellogg
Overton
Pathfinder
Peabody
Peterson, F.
Pope, K. E.
Preece
Pyle
Ravenbyrne, E.
M.
Richards
Richards, F. H.
Ritchie, J. W.
Ritchie & Caldwell
Ritchie & Purcell
Ritchie, Caldwell
& Uribe
Ritchie-Emerson
Ritchie-Purcell
Rose, M. S.
Ryan, T. F.
& Bowers
Scholtz, M.
Sedgwick, W. T.
Solis-Cohen
Smith, W. T.
Steele, J. D.
Stiles
Stillwell
Struthers, L. R.
Sturrock
Talbot, M.
Tolman, W. H.
Tracy, R. S.
Tuttle
Waldo
Waldron, W. M.
Walker, J.
Walters, F. M.
Weiss-Ugarte
Wilder, H. H.
Wiley, H. W.
Williams
Willis, J. C.
Winslow, C. E. A.

NATURAL SCIENCE

GENERAL WORKS

Barber, F. D.
Bedford, E. A.
Bert
Boole
Brownell
Caldwell &
Eikenberry
Caldwell, Eiken-
berry & Glenn
Clark
Clark, B. M.
Clute
Cooley, W. F.
Coulter
Cromwell
Cuming
Eason & Wessen
Elhuff
Fall, D.
Haeckel, Thomp-
son & W.
Harrow, M.
Hessler
Higgins
Hogdon, D. R.
Holmes, S. T.
Hunt & Burkett
Lake, C. H.
McKay
Northrup, E. F.
Pease
Price, J. A.
Prucha
Rowell, P. E.
Russell-Kelly
Seers, A. W.
Smith, J. N.
Smith & Jewett
Snyder, W. H.
Thompson, J. A.
Trafton, G. F.
Waldo
Washburne, C.
W.
Weckel & Thal-
man

ASTRONOMY

Ball, R. S.
Bowen, E. A.
Brennan
Bryant & Hughes
Campbell, C. G.
Fall
Greene, D.
Gummere
Holt, A. H.
Jackson, E. P.
Lockyer
McKready K.
Olcott, W. T.
Ortmann, O.
Parker, W. H.
Procter
Sharpless
& Phillips
Steele
Swezey
Tancock
Todd, D.
Watson, J. C.
Wright, J.
Wright, J. M.
Whiting

ELEMENTARY

Coulter
Loomis
McMurray, C. A.
Newcomb
Newcomb
& Holden
Newman, G.
Patterson, A. J.
Procter
Wright, J. McN.

BOTANY

Allen & Gilbert
Andrews, E. F.
Apgar
Apgar, E. A. &
A. C.
Armstrong, M.
Atkinson, G. F.
Bailey, L. H.
Bailey & Gilbert
Baskerville &
Curtman
Bergen, J. Y.
Bergen & Caldwell
Bergen & Davis
Bessey, E. C.
& E. A.
Britton, N. L.
Burbank, L.
Curtman
Chamberlain, C. J.
Comstock, A. B.
Conn
Cook, M. T.
Coulter, J. G.

BOTANY—Continued

- | | | |
|------------------------|------------------|-------------------|
| Coulter, J. M. | Gray, Watson | Nelson, A. |
| Coulter, J. M. & M. C. | & Robinson | Nelson, E. T. |
| Coulter, M. C. | Green, J. R. | Norcross, M. R. |
| Coulter & Nelson | Guides | Osterhout |
| Coulter, Barnes & C. | Hanson, J. | Payne |
| | Hardy, M. E. | Peirce, G. J. |
| | Harshberger, | Percival |
| Cowles, H. C. | J. W. | Philip, J. B. |
| Cowles & Coulter | Herrick, S. B. | Richardson, H. H. |
| Cox, L. E. | Hooker, J. D. | Rogers, J. E. |
| Curtis, C. C. | Jeffrey, E. C. | Sargent, F. L. |
| Curtman | Leavitt | Spalding, V. M. |
| Dana, W. S. | Lee | Stevens, W. C. |
| Duggar, B. M. | Little less. | Stokes, S. |
| Duggar, E. M. | Martin, J. N. | Thome |
| Eikenberry | Mathews, F. S. | Transeau, E. N. |
| Gager | Meiler, W. H. D. | Weed, C. M. |
| Ganong, W. F. | Moore, R. A. | Woodhead |
| Goodale | Moore & Halligan | Wright, J. M. |
| Gray, A. | Mosher | Wright, J. McN. |
| | Mosher, E. R. | |

LABORATORY MANUALS

- | | | |
|-----------------|--------------|---------------|
| Bergen & Davis | Clute, W. N. | Underwood, L. |
| Caldwell, O. W. | Frye & Rigg | M. |
| | Heinemann | |

NATURE STUDY

- | | | |
|---------------------|-----------------|---------------------|
| Babcock, C. A. | Hodge, C. F. | Schmidt |
| Bell, A. F. | Holden, E. S. | Schmucker |
| Beutenmuller | Holtz | Scott, C. E. |
| Brewster, E. T. | Hooker, W. | Serl |
| Burroughs | Ingersoll, E. | Shallow & Cullen |
| Cady, M. E. | Jackman, W. S. | Sharp, D. L. |
| Carter, M. H. | Kellogg & Doane | Shimer, H. W. |
| Coulter & Patterson | Keyser | Thomas, N. R. |
| Embody, G. C. | Kuser, J. D. | Van Buskirk & Smith |
| Fabre | Ledyard | Walker, M. C. |
| Gardner, M. | Loring | Williams, W. H. |
| Gilmore, A. F. | MacLeod | Wood, C. D. |
| Griel | Overton & Hill | |
| | Pearson, T. G. | |
| | Pierson, C. D. | |

See also Supplementary Reading, Nature.

ZOOLOGY

- | | | |
|-----------------------|----------------------|---------------------|
| Apgar | Guides for sci. | Lutz, F. E. |
| Babcock | Guyer | Mathews, F. S. |
| Bartlett, L. L. | Harman | Meier, W. H. D. |
| Beddard | Hegner, R. W. | Miller, O. T. |
| Bensley, B. A. | Herrick | Monteith, J. |
| Blackwelder & Barrows | Hertwig | Newman, H. H. |
| Burnet, M. | Hyman, L. H. | Needham & Lloyd |
| Champlin, J. T. | Ingersoll, E. | Packard, A. S. |
| Cockerell | Jordan & Heath | Parker, C. H. |
| Colton, B. P. | Jordan & Kellogg | Patten, B. M. |
| Comstock, J. H. | Jordan, Kellogg & H. | Pearse, A. L. |
| Comstock | Kellogg | Pratt, H. S. |
| & Kellogg | Kellicott, W. E. | Reese, A. M. |
| Daugherty, L. S. | Kellogg, V. L. | Reighard & Jennings |
| & M. C. | Kellogg & Doane | Ricks |
| Daulton | Kimm, S. C. | Sanderson & Jackson |
| Davenport, C. B. | Kingsley | Steele, J. D. |
| Davenport & Davenport | Kingsley, J. S. | & Jenks |
| Doane | Lewis & Stohr | Thomson, J. A. |
| Drew | Lochhead, Wm. | Whitney, L. S. |
| Eckstorm | Lange | & S. |
| Folsom | Lillie, F. R. | Wood C. D. |
| Gilmore, A. F. | Linville & Kelly | |
| | Locy, W. A. | |

LABORATORY MANUALS

- | | | |
|------------|----------------|------------------|
| Burnet, M. | Herrick, G. W. | Linville & Kelly |
| Hegner | Hyman, L. H. | Morse & Irwin |

CHEMISTRY

GENERAL

- | | | |
|-------------------|------------------|----------------------|
| Avey | Blanchard & Wade | Emery-Boynton-Miller |
| Armitage, E. S. | Comey & Hahn | Findlay |
| Bailey, E. H. S. | Coit | Friend, J. A. N. |
| Baur, H. | Cook, C. G. | Gertkem, S. |
| Bertrand & Thomas | Darling, C. R. | Gordon, N. E. |
| Black & Conant | Doolittle, H. S. | Greene, W. H. |
| Blanchard, J. M. | Elwell | Hale, W. G. |

- | | | |
|-------------------|------------------|-------------------|
| Hass & Hill | Lasser-Cohn | Shepard |
| Hildebrand, J. H. | Long, J. H. | Sherman, H. C. |
| Hughes | Luff & Candy | Snell |
| Henderson | McKean, M. E. | Steele J. D. |
| Holmes, H. N. | McPherson & Muir | Stoddard, J. T. |
| Jones, M. E. | Newell, L. C. | Taylor, W. W. |
| Kahlenberg, L. | Noyes, W. A. | Tottingham & Ince |
| Kalenberg & Hart | Noyes & Hopkins | Tilden, W. A. |
| Koenig | Pugh & Miller | Venable, F. P. |
| Kendall & Slawson | Roe, J. N. | Vivian |
| | Roscoe | Williams, R. P. |
| | Sadtler, S. S. | |

ELEMENTARY

- | | | |
|---------------------|-------------------------|------------------|
| Allyn, L. B. | Freer | Morgan & Lyman |
| Appleton, J. H. | Godfrey | Muir |
| Arex | Guides for | Noyes, W. A. |
| Baskerville, C. | Hessler & Smith | Ostwald & Morse |
| Bradbury, R. H. | Irwin, Rivett & Tatlock | Remsen |
| Brownlee and others | Long, J. H. | Snell J. F. |
| Clarke & Dennis | McFarland, B. W. | Storer & Lindsay |
| Darrow, F. L. | McPherson & Henderson | Waddell, J. F. |
| Dull, C. E. | | Williams, R. P. |
| Fine | | Wilson & Hedley |

GRADED

Remsen (3)

HIGHER

- | | | |
|-------------------|------------------|-------------------|
| Appleton, J. H. | Fay | Remsen |
| Bailey, E. H. S. | Fort & Lloyd | Thompson & DeKay |
| Bliss, A. R. | Jones, G. | Tottingham & Ince |
| Browning | Mason | |
| Coleman & Addyman | Noyes, W. A. | |
| | Patterson, W. R. | |

INORGANIC

- | | | |
|---------------|----------|----------------|
| Baskerville | Holleman | Noyes, A. A. |
| Durkee, F. W. | Mellor | Shepard, J. H. |
| Gill | Neroth | Tower, O. F. |
| | Newth | |

ORGANIC

- | | | |
|------------------|------------------|--------------------------|
| Clarke, H. T. | Gatterman, W. L. | Remsen |
| Cohen, J. B. | Mouren, C. | Sherman, H. C. |
| Cook, E. P. | Noyes, W. A. | Stoddard, J. T. |
| Durkee, F. W. | Perkins & James | Sudborough & West, A. P. |
| Garrett & Harden | Kipping | |
| | Price & Twiss | |

QUALITATIVE ANALYSIS

- | | | |
|-----------------------|---------------|-----------------|
| Appleton, J. H. | Hind | Perkins, F. W. |
| Bailey & Cady | Hoyt | Reeve |
| Backervitte & Curtman | Irish | Scott |
| Dennis & Whitelsey | Morton, J. A. | Segerblom, W. |
| Gatterman, L. | Newth, G. S. | Stoddard, J. T. |
| | Noyes, A. A. | Tower, O. F. |
| | Noyes, W. A. | |
| | Johnson | |

QUANTITATIVE ANALYSIS

- | | | |
|-----------------|--------------------|------------------|
| Addyman | Frank & Cleman | Lincoln & Walton |
| Appleton, J. H. | Kingscott & Knight | Olsen |
| Blasdale | Knight, N. | Smith, G. M. |
| Evan, P. N. | | Talbot, H. P. |

LABORATORY MANUALS

- | | | |
|------------------|-----------------|--------------------|
| Bailey, E. H. S. | Good | Remsen |
| Black | Hale, W. G. | Shepard |
| Blanchard & Wade | Hessler & Smith | Smith & Keller |
| Brownlee | Holmes, H. M. | Smith & Mess |
| Clark & Dennis | Jones & Tatnall | Weed, H. T. |
| Crew & Tatnall | Lind | Williams, R. P. |
| Dull, C. E. | Merrill, W. A. | Williams & Whitman |
| Durkee | Montgomery | |
| | Moore, C. J. | |

QUESTIONS AND EXPERIMENTS

- | | | |
|---------------------------|-----------------------|-----------------|
| Appleton, J. H. | Long | Oetel |
| Bradbury, R. H. | McPherson & Henderson | Peet |
| Brownlee, Fuller, H. & W. | Moore | Remsen |
| Hart, E. | Morgan & Lyman | Smith & Keller |
| Kendall | Newell | Williams, R. P. |
| Lind | Noyes & Hopkins | Woodhull |

GEOLOGY

Brigham	Hooker	Roberts, R. D.
Brown, I.	Internat. lib.	Rowe, J. P.
Cleland	Le Conte	Salisbury &
Cox, H. J.	Leith, C. K.	Trowbridge
Dana, J. D.	Leith and Mead	Scott, W. B.
Harrington,	Milham, W. I.	Sears, A. W.
M. W.	Norton, W. H.	Shimer, H. W.
Heilprin	Rhodes	Tillman

ELEMENTARY

Fraser, C. C.	Heilprin	Scott, W. B.
Guides for sci.	Hogan	Shaler

HIGHER

Chamberlin,	College	Ries, H.
T. C.	Erni & Brown	Russell, J. E.
Chamberlin &	Geikie	Tarr & Martin
Salisbury's		

PHYSICS**GENERAL**

Adams, C. F.	Culler	Lynde
Ahrens, Harley	Ferry, E. S.	Lyons
& Burns	Gage	Mann & Twiss
Ames, J. S.	Gibson &	Millikan & Gale
Avery, E. M.	Timmerman	Millikan, Gale &
Bardeen, C. W.	Gorton, F. R.	Bishop
Black & Davis	Griffin	Mumper, W. N.
Blakiston	Hawkins, V. D.	Packard, J. C.
Breechner, C. H.	Heath, R. S.	Parker, G. W.
Brown, S. E.	Higgins, L. D.	Reed &
Brownell	Hill, G. A.	Henderson
Brubaker, A. P.	Hoadley	Sharpless &
Butler, A. M.	Houston	Phillips
Carhart & Chute	Hughes &	Southern, L.
Dean & T.	Safford	Steele, J. D.
Chute	Kempson	Tower, Smith &
Coleman, S. E.	Linebarger	T.
Crew, H.		Watson

ELEMENTARY

Avery & Sinnott	Crew, H.	Houstoun
Baley	Henderson, J.	Keith
Brownell	Hopkinson	Martindale
Cox, J.		Millikan & Gale

GRADED

Cordeiro
(same) (2)

HIGHER

Culler	Hoskins, L. M.	Reed, J. B.
Goodenough,	Kimball	Reed & Guthe
G. A.		Russell

HEAT, SOUND AND LIGHT

Culler	Marks & Davis	Pool & Kent
Ferry	Maxwell	

See also Supplementary Reading, Science.

ELECTRICITY

Archbold	Henderson	Page, L.
Brooks & Poyser	Jackson, Jackson	Smith, C. M.
Bursill	& Black	Starling, S. G.
Culler	Kavser	Swoope
Foster & Porter	Millikan, R. A.	

QUESTIONS AND EXPERIMENTS

Dunwoody	Slingto &	Masius
	Brooker	

See also Supplementary Reading, Science.

LABORATORY MANUALS

Adams, C. F.	Crew & Tatnall	Jones & Tatnall
Ames & Bliss	Fuller &	Lind
Archbold	Brownlee	Linebarger
Ayres, F. H.	Gage, A. P.	Lynde
Balderston	Good	Miller, D. C.
Beech, B. M.	Gorton, F. R.	Millikan, Gale &
Black, N. H.	Hammel	Bishop
Cavanagh, West-	Henderson,	Normal
cott & T.	W. H.	Reed & Guthe
Cheston	Henderson &	Reeve
Cheston, Dean &	Woodhull	Twiss
T.	Hoadley	Wauchope
Chute	Hopkins & Clark	

QUESTIONS AND EXPERIMENTS

Ames & Bliss	Henderson &	Milliken & Gale
Bond, B. M.	Woodhull	Physics tests
Cooley	Higgins, L. D.	Pierce, E. D.
Darrow, F. L.	Lind	Snyder & Palmer
Gage, A. P.	Miller, F. R.	Wentworth & Hill

See also Supplementary Reading, Science.

MECHANICS

Byrne, O.	James &	Nachman's
Engineer	Mackenzie	Pickworth, C. N.
Goodeve	Jameson, J. M.	Pitman-Whittaker
Goodman	Loney	Russell, G. E.
Hancock, E. L.	Magnus	Sibley, F. H.
	Merrill, G. A.	

**PEDAGOGY AND
TEACHERS' AIDS**

Abbott, E.	Bricker	Cookson
Adams, W. C. T.	Bridie, M. F.	Coole
Alexander, C.	Bridgman	Cooley
Alexander,	Briggs, T. H.	Corson, O. T.
& Thiesen	Briggs &	Copeland & Ride-
Allen, W. H.	Coffman	out
Allen-Pearse	Bronner	Coursault, J. H.
American Red	Brooks, S. S.	Courtis
Cross	Brown	Cox, J. H.
American Teach-	Brown, E. E.	Craig, A. R.
ers Series:	Brown &	Cromwell, A. D.
Anderson	Coffman	Cross & Statler
Anderson, M. L.	Brownlee, J.	Cubberley, E. P.
Andress, J. M.	Bryan	Cubberly &
Arnold, F.	Bryan, E. B.	others
Arnold, S. L.	Bryant, L. M.	Culter & Stone
Arp	Bryant, L. S.	Curry & Clip-
Atkinson &	Bryant, S.	pinger
Hutton	Bryant, S. C.	Dalcroze, E. J.
Atwood, N.	Buck, J. D.	Davis & Peck
Atwood &	Buchner, E. F.	Davidson
Thomas	Buisson-	Davis
Augsberg	Farrington	Davis, C. O.
Ayres, Williams	Bulfinch	Davis, S. E.
& W.	Bureau of Educ.	Dearborn
Bachman, F. P.	Burns, J. A.	Dearborn, G.
Baden-Powell, R.	Burks, F. W. &	V. N.
Baghdigian,	J. D.	De Graff, E. V.
B. K.	Burton, W. H.	Deming & Bemis
Bailey, M. A.	Butler	Detroit First
Baird, J.	Byrd	Grade
Baker & Thorn-	Byrne	Detroit Kinder-
dike	Cabot, E. L.	garten
Balfour	Cadet, H.	Dewey
Ballou, F. W.	Calkins	Dewey, E.
Bancroft, J. H.	Cammeron, E. H.	Dewey, J.
Bancroft & Pul-	Cannell & Wise	Dewey, J. & E.
vermacher	Carney, M.	Dexter & Gar-
Barker, J. S.	Carpenter, Baker,	lick
Barnes, W.	Scott	Dinsmore
Barnett	Cather	Dix, C.
Barry, W. F.	Chamberlain	Dobbs, E. V.
Bartley	Chamberlain,	Dodge & Kirch-
Bassett, L. E.	A. H.	wey
Batchelder, E. A.	Chamberlin,	Donovan, J. J.
Bates	G. L.	Dooley, W. H.
Beck, F. J.	Chamberlin &	Dorrett
Bell (Lady)	Kern	Downey
Benham	Chambers	Drummond, M.
Bennett & Bristol	Chancellor	Duggan, S. P.
Betts, G. H.	Chapman, J. C.	Dutton & Sned-
Betts & Hall	Chapman & Rush	den
Binet & Simon	Charter	Earhart, L. B.
Bizzell & Duncan	Charters, W. W.	Eaton & Stevens
Blackburn, M.	Chisholm	Edie
Bobbit, F.	Claparede	Educational
Blaisdell	Clark, G. A.	Classics
Blakely, W. A.	Clarke, S. H.	Edwards
Bliss	Clow, F. R.	Eikenberry, W.
Bloomfield, M.	Coe, F. E.	F.
Bode, B. H.	Colegrove	Eliason, E. L.
Bolenius, E. M.	Coleman, S. N.	Eliot, C. W.
Bolton	Colson	Elliot, E. C.
Bonser	Colvin, S. S.	Ellwood, C. A.
Roole	Colvin & Bagley	Elmore, E. W.
Boraas, J.	Comenius, J. A.	Elsom-Trilling
Botanical	Commission	Englemann
Gazette	Assn.	Evans, C.
Boyer	Cook, M. C.	Evans, G. W.
Branford	Cook, O'Shea	

PEDAGOGY—Continued

Fairchild, A. H. R.
 Farnham, A. W.
 Farnham, G. L.
 Faxon, G. B.
 Felkin, H. M. & E.
 Ferris, C. S.
 Ferris, H.
 Fiske, J.
 Fleshaman, A. C.
 Form-Room
 Plays
 Foster
 Freeman, F. N.
 Freud
 Froebel
 Fry, E. S.
 Fulton, M. G.
 Game, J. B.
 Garber, J. P.
 Garlick, A. H.
 Gate, H. W.
 Gentile, G.
 Gerson, O.
 Gesell
 Gilbert, C. B.
 Gillman, M. L. & Williams, E. B.
 Goddard, H. H.
 Goff, R. R.
 Goll, H.
 Goodsell, W.
 Govin, F.
 Gould
 Gourio, E.
 Graff
 Great Educator
 Series
 Gregg, J. R.
 Greene
 Green, G. H.
 Greenwood, J. M.
 Gregg, J. R.
 Gregory, B. C.
 Gregory, C. A.
 Grice
 Griffin
 Groves, K. W.
 Grossman
 Grozmann
 M. P. E.
 Gruenberg, S. M.
 Gulick
 Haggerty
 Hailburton & Smith
 Hall
 Hall, A. B.
 Hall, G. S.
 Hall & Hall
 Hamilton, S.
 Hamm, S. T.
 Hammock
 Hanifan, L.
 Hanna, A. K.
 Hanus, P. H.
 Harris & Waldo
 Hart, H.
 Hart, J. S.
 Hartman, G.
 Harvey, N. A.
 Hartwell, E. C.
 Haynes, J.
 Healy
 Heffron
 Heffron, I. E.
 Herbart, J. F.
 Herrick
 Herring
 Heydrick, B. A.
 Hill, M.
 Hinsdale, B. A.
 Hoag & Terman
 Hofu, M. R.
 Holley, C. E.
 Hollingsworth, H. L.

Hollister, H. A.
 Holmes
 Holmes, A.
 Holmes & Gallagher
 Holton & Curry
 Hoose, J. H.
 Horne, H. H.
 Houghton, Mifflin Professional Lib.
 Hoyt, C. O.
 Hughes, J. L.
 Hunt, H. E.
 Hyde, W. D.
 Inglis, A.
 James, E. J.
 James, H. G.
 Jenkins, F.
 Johnson
 Johnston
 Judd, C. H.
 Kellogg
 Kemp, E. L.
 Kendall & Stryker
 Kennedy, J.
 Keyes, A. M.
 Kieth, J. F.
 Kilpatrick, W. H.
 King, I.
 Kinne
 Kirk
 Kirkpatrick, E. A.
 Kirkpatrick, M. G.
 Kitson, H. D.
 Klapper, P.
 Koos, L. V.
 Kotelmann
 Krackowitzer, A.
 Krause
 Kready, L. F.
 Krebs
 Lackey
 Landsittle, F. C.
 Lapp & Mote
 LaRue
 Legouvé, E.
 Leonard, S. A.
 Lewis, W. D.
 Lincoln, L. I.
 Lindquist, T.
 Lloyd & Bigelow
 Locke
 Lord
 Lull & Wilson
 McCall, W. A.
 McCormack, P. J.
 MacEachan, R.
 Mace
 McKee, J. W.
 McFee
 McFee, I. N.
 McKenny, C.
 Mackie
 McMillan, M.
 McMurry, C. A.
 McMurry, C. A. & F. M.
 McMurry, F. M.
 McNair
 McNamara, E. J.
 Magnusson, P. M.
 Mahoney, J. J.
 Mahoney & Herlihy
 Manners & Conduct
 Marshall
 Maxwell, C. R.
 Mead, C. D.
 Melville, N.
 Meredith, C. M.
 Meriam, J. L.
 Meumann, E.
 Miller, L. K.

Miller, W. S.
 Milner, F.
 Mitchell, R.
 Monroe, P.
 Monroe, W. S.
 Monroe, Kelly & DeVoss
 Moore, E. C.
 Morgan A.
 Morgan, B. S.
 Morgenstern
 Moulton, R. G.
 Mount, C.
 Murray & Smith
 Munson
 Munsterberg, H.
 Myers, C. E. & G. C.
 Newth, G. S.
 Newton, A. W.
 Niemeyer, M.
 Nolan, A. W.
 Norsworthy & Whitley
 Northrope, B. G.
 Nunn, T. P.
 Nutt, H. W.
 O'Brien, J. A.
 O'Grady & Throop
 Oshea
 O'Shea, M. V.
 Osias, C.
 Ostermann
 Otis, A. S.
 Overman, J. R.
 Page
 Palmer, G. H.
 Parker
 Patri, A.
 Pattee, F. L.
 Paulsen
 Payne, E. G.
 Pearson
 Pearson, F. B.
 Perez, B.
 Perry, A. C.
 Pestalozzi
 Peters, C. C.
 Phelps, W. L.
 Pickard, A. E.
 Pittinger, W.
 Pierce, F.
 Pittman, M. S.
 Plaisted
 Potter
 Poulson, E.
 Powers, H. H.
 Pressey
 Prince, J. T.
 Prosser, C. A.
 Pryor, H. C. & Pitman, M. S.
 Putnam, D.
 Rapeer
 Rainwater, C. E.
 Ray & Ferguson
 Raymond
 Read
 Reed, A.
 Reeder
 Register
 Reisner
 Report of the Committee of Eight
 Report of the Committee of Ten
 Report of the Committee of Fifteen
 Rice, A. L.
 Rice, R.
 Richardson
 Richmond, K.
 Ripman, W.
 Rix, F. R.
 Robbins, C. L.

Rolands
 Rosper, T. G.
 Rousseau
 Row, E. K.
 Rowe
 Ruediger, W. C.
 Rugg, H. O.
 Rusk
 Russell, J. E.
 Russell, W. F.
 Sabin, H.
 Salisbury, A.
 Sandiford
 Sawyer, N.
 Schaeffer, N. C.
 Schneider, H.
 Schoff
 School Efficiency
 Schultze, A.
 Scott, M. F.
 Scott & Carr
 Sears, J. B.
 Sears and others
 Sechrist, F. K.
 Seeley
 Seeley, L.
 Seerley
 Sharp, A. E.
 Seerley & Parish
 Shaw
 Shaw & Donnell
 Showalter, J. B. F.
 Shawalter, N. B.
 Simmons
 Sleight
 Smith, A. T.
 Smith, D. E.
 Smith, E. E.
 Smith, F. W.
 Smith, H. B.
 Smith, W. H.
 Smith & Hall
 Snedden, D. S.
 Snedden & Allen
 Southerland, W. J.

So Relle, R. P.
 Special Methods
 Spinoza
 Stamper
 Standard
 Register
 Starch, D.
 Stevenson, J. A.
 Stevinson
 Stimson
 Stockton, J. L.
 Stone, C. R.
 Stone, J. C.
 Stoner
 Storm & Davis
 Stratton, G. M.
 Strayer, G. D.
 Strayer & Engelhardt
 Strayer & Norseworthy
 Strayer & Thorndike
 Strayer & Others
 Stuart, J. E.
 Sutherland, W. J.
 Suzzallo, H.
 Swift, W. B.
 Syrett, N.
 Tanner, A. E.
 Taylor & Puryear
 Teacher's Class
 Book
 Teacher's Record
 Terman, L. M.
 Terman & Others
 Thacher, J. W.
 Theobald
 Thomas, C. S.
 Thomas, F. N.
 Thompson, F. V.
 Thomson, H. H.
 Thorndike, E. L.
 Tichner, E. B.
 Tidyman, W. F.
 Terman, L. M.
 Tierney
 Tinley, L. W.

Tomkinson, W. S.
 Tracy, F.
 Tracy, J. L.
 Trafton, G. H.
 Tucker, L. M.
 Tuell, H. E.
 Turner, N. E.
 Tyler, J. M.
 Types of School
 Urwick
 Van Denburg
 Van Loon
 Virginia Public
 Schools
 Von Engeln
 Voorhes
 Waddle, C. W.
 Waites, H. E.
 Wallin, J. E.
 Washburne
 Watkins, E.
 Watson, F.
 Watson, J. B.
 Watt
 Weed & Emerson
 Weeks, R. M.
 Wells, M. E.
 West
 Whetham
 White
 Wilkins & Luria
 Wilkinson, W. A.
 Willett, H. L.
 Williams, L. M.
 Willis & Farmer
 Wilson, H. B.
 Wilson & Hoke
 Winship, A. E.
 Wiswell
 Wood, C. A.
 Woodley, D.
 Woodrow, H.
 Woolf, T. J.
 Wway & Ferguson
 Yeomans
 Yocum
 Young
 Young, J. W. A.

EXAMINATIONS

Bardeen, C. W.
 Bibliography of
 Intelligence
 Tests
 Buchham, H. B.
 Cooper, E. H.
 Craig
 English,
 Advanced
 Examination
 Questions
 Handschin, C. H.
 Handy, S.

Henmon
 Henry, W. H. F.
 Irving, C.
 Jones, A. L.
 Kimm, S. L.
 Minimum College
 Requirements
 National Intelligence Tests
 New Regents
 Questions in
 Advanced
 Botany

Otis, A. S.
 Parsons, J. R.
 Rocheleau
 Seeley
 Sherrill
 Southwick
 Stenquist, J. L.
 Terman, L. M.
 Thompson
 Up-to-Date
 Regent's Questions in Elementary Botany

PENMANSHIP

GENERAL

Barnett
 Bayley-Greenwood
 Clark, A. W.
 Courtis-Shaw
 Farley, White-house & Gunnison
 Freeman, F. N.
 Hammock, A. G.
 Lister, C. C.
 Lister & Myers
 Musselman
 Palmer, A. N.
 Payson
 Pence, R. W.
 Shaylor
 Shattuck
 Standard Free
 Hand
 Steadman, A. H. & C. D.

SLANT

Barnes
 Gilman's
 Krone
 Merrill
 Smithdeal, G. M.
 Spencer
 Spencerian
 Steadman, A. H. & D. C.

VERTICAL

Gilman's
 Krone
 New Era
 Upright
 Williams & Rogers

SPECIAL SYSTEMS

Barnett	Luthy, C. T.	and bus.
Farley & Whitehouse	McClure, G. S.	Round rapid writ.
Gilman's	Medial	Shaylor & Shattuck
Hammock, C. S.	Metropolitan ser.	Utterbach
& A. G.	Mills	Wells C. R. nat.
Kelly & Morriss	New era	movement
	Rickett	
	Round rapid soc.	

GERMAN

Keller	Krone	Lueken
Knoflach		Steiger

WRITING SPELLERS

See Language English—Spelling Blanks

PHILOSOPHY**GENERAL**

Alston	Kidd, B.	Russell
Bergson, H.	McDougall, W.	Sellars, R. W.
Boedder	Mann, H.	Seth, J.
Bowne, B. P.	Maroin, W. T.	Sorley, W. R.
Cushman, H. E.	Olmstead	Thilly
Dubray	Paulsen	Turner, W.
Falckenberg, R.	Rickaey	Walker
Freud	Riley, W.	Windleband, W.
Hunter, T.	Robertson, G. C.	Zeller, E.
James, W.	Rogers, A. K.	

ETHICS

Am. sci. ser.	Faculty	Peters
Bowne	Fullerton, G. S.	Poland, W.
Cabot, E. L.	Garrison, W. P.	Ravenbyrne, E.
Cadieux	Gow, A. M.	M.
Christian Bros.	Gregory	Rickaey
Davis, N. K.	Hyde	Stimson
Dewey, J.	Mackenzie	Swift, F. H.
Dewey & Tuft	Mecklin, J. M.	Wixon, S.
Everett, W. G.	Moore, T. V.	Wright, H. W.
	Paulsen	

LOGIC

Aikins, H. A.	Jevons, W. S.	Robinson, A. T.
Bode	Jones, A. L.	Sellars, R. W.
Clarke	Jowce	Taylor, W. J.
Creighton, J. E.	Knowlson, T. S.	Whatley
Jevons	McNair, G. H.	

PSYCHOLOGY

Angell, J. R.	Lindsay	Schroeder, H. H.
Averill, L. A.	MauPhearson, W.	Seashore
Brooks, E.		Sellars, R. W.
Buell	Maher, N.	Starch, D.
Colvin & Bagley	Moore, H. T.	Stout, G.
Campayré	Morgan, C. L.	Thorndike, E. C.
Davis, N. K.	Morgan, T. H.	Titchener, E. B.
Dewey, J.	Munsterberg	Tracy
Drever, J.	Myers, C. S.	Tufts, J. H.
Fisher, L. C.	Ogden, R. M.	Warren, H. C.
Gordon, K.	Peters	Watson, J. B.
Gordy, J. P.	Phillips, D. E.	Willaims, H. G.
Hardesty, I.	Pillsbury, W. B.	Wingfield-Stratford, E. C.
Hunter, W. S.	Poland, W.	Woodworth, R.
James, W.	Putnam, D.	S.
Kirkpatrick, E. A.	Pyle, W. H.	Yerkes, R. M.
	Rooper, K. G.	
	Ross, E. A.	

RELIGIOUS EDUCATION

Armstrong, A. R.	Coe, G. A.	Goodspeed, E. J.
Athearn, W. S.	Conaty	Groening
Baltimore	Conway	Irvng, C.
Catechism	Cope, H. F.	Kanott, L. A.
Bible	Creusen	Kent
Bible Lessons	Crosby, R. L.	Kirch
Bible & Church Hist.	Deharbe	Knudson, K. A.
	Devivier	Lhomond, A.
Bower, W. C.	Ecclesiastical list	MacDonnell
Browne	Fairbanks, A.	MacEachen, R.
Burton, E. D.	Ferris, C. S.	Memorable Passages from the Bible
Canney, M. A.	Funk	
Catechism	Guggenberger	
Clarke	Gilmour	

Moulton, R. G.
Mullett
Nash
New Hymn Book
New Sunday School Companion
Noethen
O'Brien
Outline Bible Study Courses
Painter
Peabody, E. C.
Peritz, I. J.

Points of Etiquette
Poland, W.
Rall, H. F.
Sadlier
Saints
Schaeffer, N. C.
School Bible
Seemann
Slaten
Slaten, A. W.
Sloane
Smith G. B.
Smith, W.

Soares, J. G.
Spirago
Swift, F. H.
Wedewer-McSorley
Sneath, Hodges & T.
Wardel, A. G.
White, C. A.
Wilmer
Williams, J. E.
Wirth
Wood & Grant

PHYSICAL TRAINING

Bancroft, J. H.	Crawford	Schreiber, D. G.
Bancroft & Pulvermacher	De Graff, E. V.	R.
Berquist	Enebuske	Sowers, F. R.
Bowen	Keene, C. W.	Smart
Clark	Mason, S. W.	Sperling
Crampton	Newton & Harris	Toepel
Crampton & Wollaston	O'Shea	Trask
	Kellogg	Waldron, W. H.
	Parsons	Wilbur, H.
	Rath	

READING AND ELOCUTION**READERS****ELEMENTARY**

Akin	O'R.	My Children's
Appleton	Fairbanks, H. W.	Nature and life
Arnold, S. L.	Fassett	Newton, M. B.
Avilez	Faustin & Wagner	Oliver, F. E.
Axtell, U. F.	Finley	(script)
Badlam	Fox, F. C.	Page, E. E.
Baker, T. O.	Fryer, J. E.	Peters &
Baldwin, J.	Field, W. T.	Brumbaugh
Banta	Gilmour	Phrase Cards
Barnard, C.	Goldman &	Pollard
Barnes	Schottenfels	Poulsion, E.
Barnes & Lane	Gordon	Primary
Bemis, Holtz & Smith	Grover, E. O.	Primer of nursery rhymes
Bender	Haaren &	Proudfoot
Binyon, L.	McManus	Purcell
Blaisdell, E. A.	Hailburton, M. W.	Rational
& M. F.	Hall &	Regal
Blodgett, F. E.	Brumbaugh	Reinsch
& A. B.	Hall &	Richardson,
Bolenius, E. M.	Brumbaugh (script)	Mrs. H. H.
Brown & Bailey	Hammond, M.	Richmond, C. R.
Brumbaugh	Harris & Cooley	& H. E.
Bryce, C. T.	Harris & Waldo	Riley, P.
Buffington,	Hawthorne	Robbins
Weimer & J.	Holbrook, F.	Rose
Burke, Mrs. B. E.	Holton	Sanders, C. W.
Burt	Hyde, A.	Serl & Evans
Butler	Jones, L. H.	Seymour, G. F.
Butler-Goodrich	Jones, R. G.	Sheridan
Carnefix, F. D.	Kahn	Smedley &
Carroll & Brooks	Kelly	Olsen
Catholic	Kleiser, C.	Sneath, Hodges & S.
Child classics	Klingensmith	Sprague, S. E.
Child's	Knight, M.	Stewart & Coe
Coleman, Purcell & R.	Lansing	Stickney, J. H.
Columbia	Ladd	Summers, M.
Corona	Layton	Swinton
Cox, P.	Lerow, C. B.	Thomson, J. G.
Craik	Little kingdom	Tooke
Crosby	Logan-Serl	True, J. P.
Cyr	McCloskey	Varney
Cyr-Smith, E. M.	Magee, A. F.	Villee
Davis, E. H.	Mason & Layton	Wade & Sylveste
Davis, W. J.	Mickens &	Webb, J. R.
Deming, N. H.	Robinson	Werner
Diehl	Mintz, F. S.	White, E. G.
Donovan	Monroe, L. B.	Wickes
Dopp	Mother Goose prim.	Wiley
Eginton	Mothers'	Winston
Easy road	Murphy	Woods, M. H.
Eclectic Charts	Murray, C.	Wooster
Ettinger, Shmier		Word Cards

GRADED

Alderman (5)	Elson & Keck (4)	Merrill (7)
Aldrich & Forbes (5)	same (2)	same (2)
Alexander, G. (6)	Elson & Runkel (3)	Mace & Petrie (3)
Appleton (5)	same (4)	Metcalf J. C. (6)
Arnold (S. L. (2)	Evans, Duncan & D. (2)	Metcalf & Call (6)
Arnold Bonney & S. (3)	Fassett, J. H. (6)	Monroe J. B. (6)
Arnold & Gilbert (8)	Ferman & Malthy Field, W. T. (3)	Moore & Edwards (6)
Baker & Carpenter (6)	Firman, Malthy, Richardson (6)	New century (8)
Baker & Thorndike (8)	Fox (5)	same (5)
Baldwin, J. (8)	Gilmour (7)	New century Cath (5)
same (5)	Gorton & Pitkin (8)	New era (5)
Baldwin & Bender (8)	Greene, F. N. (6)	Nicholson (5)
same (5)	Haaren & Mc Manus (5)	Norton (7)
Barnes (5)	Hale & Peck (7)	Oswell & Gilbert (5)
same (3)	Haliburton, M. W. (6)	Parmly, M. (3)
Black, B. N. (3)	Norvell (5)	Peabody (6)
Blaisdell, E. A. & M. F. (6)	Harpers' (6)	Pollard (2)
Blodgett, F. E. & A. B. (5)	Hartwell (8)	Rafter (2)
same (7)	Harvey, M. L. (5)	Rational (6)
Bolenius, E. M. (3)	Heath's (8)	same (4)
Browne, R. W. (5)	same (7)	Riverside (8)
Brumbaugh (5)	Hill (5)	Rowe H. M. (5)
Burchill, Ettinger & S. (6)	Holmes, G. F. (6)	Searson, Martin & F. (7)
Butler, N. (5)	Holton & Curry (8)	Silver Burdett (5)
Butler-Goodwin (7)	Horace Mann readers (12)	Smith, C. J. (8)
Carroll & Brooks (5)	New (2)	same (9)
same (8)	Horn, Shurter & Bough (5)	Spaulding & Bryce (9)
Catholic (7)	Howe, Pritchard & B. (6)	Sprague, S. E. (7)
Chadsey-Spain	same (8)	same (5)
Child Classics (7)	Howell (2)	Standard Classic Stebbins & Coolidge (6)
Coe, F. E. (2)	Howell-Williams (2)	Stewart, C. W. (3)
Coe & Christie (3)	Ideal Catholic (7)	Stickney (6)
same (4)	Jones, L. H. (5)	Summers (5)
Columbia (2)	same (8)	Swinton (8)
Columbus ser. (5)	Johnson & Eisenberg (4)	(Advanced) (4)
Corona (22)	Judson & Bender (8)	Talbert & Little Thompson, J. G. (4)
Crane & Wheeler (5)	Kendall, C. N. (5)	Wade & Silvester (4)
Cyr (5)	same (1)	Ward & Barnum (3)
same (8)	Knox & Lutkenhaus (5)	Weintrob, Mandel & Wallach (5)
Davis & Julien (2)	Lakeside Literature Readers (6)	Wheeler (5)
Demarest & Van Sickle (4)	Laselle, M. A. (4)	same (5)
Doyle, M. E. (5)	Lee (5)	Winston (5)
same (8)	Lewis, W. D. (5)	Winston Companion (4)
Dressel, Robbins & G. (2)	Lewis & Rowland (6)	Withers, Brown & Tate (4)
Eaton (5)	(10)	Witter (4)
Edgerton (1)	Lyons (3)	Wohlfarth-Rogers (5)
Edson & Laing (5)	McGuffy (Eclectic) (10)	Young, Cath. (5)
Elson, W. H. (5)	(new) (5)	Young & Field (6)
	Magee (4)	

HIGHER

Bassett, L. E.	Hudson	Longmans
Benziger	Hyde	Lyons
Chadsey-Spain	Lawrence, E. G.	Young & Field
	Leffingwell	

PHONETIC

Ballard, A. W.	Haliburton	Smithy, C. J.
Baum, M.	Rational	Vimont
Eginton	Ripman, W.	Winston
Funk & Wagnalls	Sloan	

ELOCUTION

Abernethy	Diaphragm and Its Function	Monroe, L. B.
Ayres, A.	Dynamic	Murdock
Barbe	Breathing	Nicklins, T.
Barnes, T.	Elocution and Action	Ott
Bechtel	Fenno	Patterson, A.
Behnke	Fox, F. S.	Phillips, A. E.
Bell, C.	Gordon & Lyman	Phyfe
Bell, E.	Guttman	Polk, A.
Birmingham & Krapp	Gymnastics of the Voice	Putnam
Bogarte, M. E.	Hall, M. W.	Raub
Boyce	Hoose, J. H.	Rausch & Jones
Brewer	Immel	Reade
Brown, I. H.	Irish, F. V.	Robinson, F. B.
Brown, L.	Jones, D.	Rose, W. T.
Campbell, L. J.	Kidd	Russell, W.
Chamberlain & Clark	Kitchen	Scott, W. D.
Curry, S. S.	Krapp, G. P.	Shoemaker
Dale	Luthy, C. T.	Shurter, J. W.
Davis	Michaux-Graham	Southwick, F. T.
Delsarte	Mathison	Swett, J.
		Talbert
		Thorpe, E. J.
		Woolbert, C. H.

DEBATERS

Alden, R. M.	Ketcham, V. A.	Pearson, P. M.
Covington, H. F.	Hall & Sturgis	Perry, F. M.
Craig	Henry	Rice, J. C.
Cromwell, E. G.	Howe	Robert, H. M.
Denny, Duncan & McKinne	Intercollegiate	Robinson, J. F.
Foster, W. H.	Laycock & Spofford	Shurter
Foster, W. T.	Lyon, L. S.	Smith, C. J.
Gore, J. H.	O'Neill, Laycock & S.	Stone & Garrison
Gregg		Thomas, R. W.
		Trow, C. W.

ORATORY

Art of Making a Speech	Delsarte	Prather, C. E.
Baker, G. P.	Denny	O'Neill & Laycock
Blackstone, H.	Early Amer.	Raymond, G. L.
Bradley, C. B.	Esenwein	Ringwalt, R. C.
Clark & Blanchard	Fulton & Trueblood	Scott, W. D.
College Men's Minute	Grady	Shurter
Declamations	Hollister	Stratton, C.
Coppens	Kleiser	Watkins, D. E.
Craig	Lockwood & Thorpe	Winnans
	Mosher, J. A.	Winning Speeches
	Neil	Winter, I. L.

RECITATIONS

Action Imitation and Fun Series	Gerson, O.	Palmer
Ballard, H. H.	Gilbert & Harris	Pearson, P. M.
Banks	Gilmore	Persons
Barrington, F. A.	Goodlander, M. R.	Power, A. R.
Benton, R.	Gregory, Lady	Practical Dialogues
Billing	Gunnison, A. B.	Readings
Bird & Starling	Haas, F. B.	Riley, J. W.
Boyd, H. W.	Hatch, R. H.	Schell, S.
Brown, I. H.	Hazard, B.	Selected
Brownlee	Hinds, Hayden & Eldridge	Shoemaker
Bryce, C. T.	Horace Mann	Shoemaker, B.
Chadwick, M. L. P.	Readers	Shoemaker, J. W.
College Minute	Hubbard	Shubert, E.
Readings	Johnson, C.	Shurter
Comstock, F. A.	Johnston & Barnum	Simons & Orr
Cowles, J. D.	Klein, M. A.	Skinner, A. M.
Creative Pageant	Knickerbocker, E. V. B.	Skinner, C. H.
Play Series	Knowles, C. A.	Skinner, E. L.
Curry, S. S.	Lansing	Skinner & Wickes
Davis	Laselle, M. A.	Speaker Series
Delsarte Recitation Book	Le Row	Thornton, J.
Deming & Bemis	Light	Tip Top
Denton, C. J.	(A Pageant)	Dialogues
Dunn, W. F.	McHale, F.	Treble, H. A.
Fallows	Magill, M. T.	Tucker & Ryan
Fry, E. S.	Mawson, A.	Wickes, F. G.
Garnett	Mitchell, W. B.	Wilson
Garrett, P.	New Dia	Wilson, W. A.
	One hundred Choice	Wood, P. B.
		Young, H. A.

SOCIOLOGY, ECONOMICS AND CIVICS

ECONOMICS

Abbott
Adams, H. C.
Alden, J.
Andrews, E. B.
Ashley
Ashley, P.
Ashley, W. J.
Atwood, H. F.
Bartholomew,
J. G.
Beard, M.
Bishop & Keller
Blackmar
Blackmar &
Gillin
Bogart, E. L.
Bogart &
Thompson
Brownell
Bryan
Bryant, S. C.
Bücher, C.
Bullock, C. J.
Burch, R. H.
Burch & Nearing
Burch &
Patterson
Burke, E. J.
Burke, J.
Callender
Carlton
Carver
Chamberlain,
A. H. & J. F.
Cherington, P. T.
Clay & Agger
Cleveland, F. A.
Clow
Coman, K.
Cooley, A. M.
Cunningham, W.
Daniels, W. M.
Day, C.
Devas
Dewey
Dixon, E. H.
Dow
Eddie
Edman, I.
Ely, R. T.
Ely & Wicker
Escher, F.
Fairchild, H. P.
Field, J. A.
Field, Marshall &
W.
Finney
Fisher, I.
Fisher, J. I.
Flux, A.
Fradenburgh,
A. G.
Fulton, M. G.
Furness, E. S.
Gauss
Gephart, W. P.
Gettell
Giddings, F. H.
Gillette, J. M.
Groat, G. G.
Hadley, A. T.
Hall
Hamilton, W. H.
Haney, L. H.
Hayes, A. W.
Hayes, H. G.
Hecht, J. S.
Hershey, A. S.
Hicks, F. C.
Hicks, F. H.
Hughes, R. O.
Jenks, E.
Jevons, W. S.
(in Spanish)
Jones
Jones, E.
Jordan, D. S.
Kidd, B.
King, W. I.
King, W. S.
Kirkaldy, A.
Kirkpatrick,
E. A.
Kruger
Lagerquist
Laing, A. M.
Lapp, J. A.
Latane, J. H.
Leacock, S.
Leavitt & Brown
Le Rossignole,
J. E.
Lescoghier, D.
Lippman, W.
Mac Iver, R. M.
Macvane
Magee
Mangold, G. B.
Marot, H.
Marshall, L. C.
Marshall & Lyon
Mecklin, J. M.
Meredith
Mill, J. S.
Moley & Cook
Monroe-Miller
Moulton, H. G.
Nourse, E. G.
Ogg, F. A.
Ogg & Beard
O'Hara, F.
Orth
Outlines of
Economics
Park, R. E.
Park, Hamilton
& N.
Parmelee, M.
Phelan, J.
Plehn, C. C.
Queen, S. A.
Rapper, C. L.
Raymond
Reeve, S.
Rhys, S.
Riis
Rogers, J. E. T.
Ross, E. A.
Rowe
Science prim.
Scott, W. A.
Seager
Secrist & Horace
Seligman,
Sims
Small, Trail &
M.
Smith, J. R.
Small & Vincent
Smith, W. R.
Stewart, A.
Taussig, F. W.
Thompson &
Hunter
Todd, A. J.
Twombly & Dana
Turner, J. R.
Walker, F. A.
Wallas, G.
Warner, A. G.
Waters, C. M.
Watkins
Watkins &
Williams
Wilson
Wilson &
Tucker
Wines, E. H.
Withers, H.

CIVICS

Adams
Allen, W. H.
Amer. Citizen
Ser.
Amer. Citizenship
Amer. Country
Life Assn.
Ames & Eldred
Ashley, R. L.
Atwood, H. F.
Bailey, C. S.
Ball, J. W.
Bardeen, C. W.
Barnard &
Evans
Bartlett, W. H.
Beard, C. A.
Beard, C. A. &
M. R.
Bernion
Bishop & Keller
Blachley & Oat-
man
Boynton
Brooks
Brown & Howard
Burch, R. H.
Bryant, S. C.
Carlton
Chamberlain
Chandler, G.
Citizen's
Clark, E. J.
Clark, F. H.
Clay
Colerove, K.
Course, M.
Dole
Dunn
Ellert, A. H.
Evans, J. C.
Fassett, C. M.
Field & Nearing
Finch, C. E.
Plickinger
Forman
Fradenberg
Franc, A.
Fryer, J. E.
Furst & Giles
Garner, J. W.
Giesicke, A. A.
Giles
Gorton
Guitteau, W. B.
Hagedorn
Hill, H. C.
Hill, M.
History and
Hodge, C.
Howe, C. F.
Howe, J. B.
Hoxie, C. de F.
Hunter & Whit-
man
James & Sanford
Jenks-Smith
Kaye, P. L.
Kerschensteiner
Kimball, E.
Kirkpatrick, E. A.
Lapp, J. A.

Leavitt &
Brown
Lefferts
Lowell
McCarthy, Swan
& McMullin
McCleary
Magruder, F. A.
McPheters,
Cleveland & J.
Mahoney &
Herlihy
Merrin, C. E.
Mills
Mintz
Morgan, T. J.
Morton
Mowry, W. A.
Munro &
Ozanne
Nida, W. S.
Parsons
Peterman
Philips
Porter, K. H.
Ray, P. O.
Reed, J. H.
Reed, T. H.
Reinsch
Richman &
Wallach
Rose
Schwinn &
Stevenson
Smith, J. F.
Swain
Swan, G. J.
Thompson, C. W.
Towne, E. T.
Townsend, C.
Trafton
Triplett &
Hauslein
Tufts, J. H.
Turkington, G. A.
Webster, H. H.
Wallace, D. D.
West, W. M.
Williams
Willoughby
& Rogers
Wilson, W.
Woodburn &
Moran
Young Citizen
Young, A. W.
Zielger &
Jaquette

STATE GOVERNMENT

Holcombe
James & Sanford
Reinsch
(Col.)
Curry, J. L. M.
(Confed.
States)
Curry, J. L. M.
(Conn.)
Thorpe & Douglas
(Fla.)
Brevard &
Rennett
(Ia.)
Guitteau, W. B.
James & Sanford
Seerley &
Parish
(Id.)
Rose, C. E.
(Ill.)
Childs
Mowry, W. A.
(Ind.)
Brown, D.
Guitteau, W. B.
James & Sanford
Lockridge
Thornton, W. W.
(Me.)
Starkey
(Md.)
Furst
Mowry, W. A.
(Mass.)
Mowry, W. A.
(Mich.)
Chase
McKone, W. J.
Mowry, W. A.
Philips
(Minn.)
James & Sanford
Mowry, W. A.
Virtue
(Mo.)
Loeb
Loeb & Viles
(Neb.)
Connelley, W. E.
(New Eng.)
Ames, E. W.
Butler, W. R.
(N. Y.)
Ames, E. W.
Boynton, F. D.
Guitteau, W. B.
Hoxie
James & Sanford
Northam
Sullivan, J.
(N. C.)
Peele, W. J.
(N. Dak.)
Boyle, J. E.
(O.)
Guitteau, W. B.
Lewis, V. A.
(Pa.)
James & Sanford
Maltby
Mowry, W. A.
Philips
(S. C.)
Triplett &
Hauslein
Wallace, D. D.
(Tex.)
Chatfield & Sewell
Triplett &
Hauslein
(Tenn.)
Guitteau, W. B.
(Vt.)
Mowry, W. A.
(Wash.)
Chandler
Rose
(Wis.)
James & Sanford
Mowry, W. A.

CITY GOVERNMENT

Baker & Ware
Bardeen, C. W.
Capes, W. P.
Grodnow
Munro, W. B.
Will, A. S.
Willard, C. D.
Zueblin, C.

CONSTITUTION

Andrews, I. W.
Bacon, C. W.
Barnard, A. M.
Burdick, C. K.
Boutwell
Elliott, E.
Furey
Hart, J. S.
Hinds, Hayden
& E.
(Ger. & Fr.)
Johnston, A.
McClain
Thorpe, F. N.

NATIONAL GOVERNMENT

Am. Citizen ser.
Baldwin, S. E.
Barrett, J. A.
Bartlett, W. H.
Beard, C. A.
Brooks, N.
Chancellor, W. E.
Chandler, G.
Clark, S. S.
Dawson, E.
Dealey
Fess
Fitch
Forman, S. E.
Garner
Guitteau, W. B.
Haskin
Hayes, B. T.
Hewitt
Higbie
Hinsdale
Hodgin
Howard, D.
James & Sanford
Jenks, E.
on, A.
Lansing & Jones
McCarthy
Magruder, F. A.
Maltby
Merrill, D. L.
Morton
Moses
Munro, W. B.
Nida
Nordhoff, C.
Ogg & Beard
Oss & Pay
Phillips, G. M.
Porritt
(Canada)
Powell-Brooks
Reinsch
Rhoton &
Galbraith
Rosenberger &
Ostrander
Sait, M. E.
Shea, G.
Shinnell, L. S.
Stickles
Synon
Thorpe, F. N.
Thorpe & Douglas
Triplett &
Hauslein
Wallace, D. D.
West, W. M.
Woodburn, J. A.
Woodburn &
Moran
Young, A. W.
Young, J. T.

SUPPLEMENTARY READING

ART

Barstow
Calhoun, D. D. Carpenter, F. L. De la Ramée
Cyre Jacobs, N. C.
Schwarz, J. A.

BIOGRAPHY

Bachman
Baldwin, J.
Beebe, M. B.
Boke, K. E.
Burton, A. H.
Bryan, G.
Byles
Calhoun, D. D.
Caldwell, H. N.
Children's Heroes
Codd
Coe
Coomb
Comstock, R.
Creighton
Crow, M. F.
Custer
Donnelly, E. C.
Egbert, W. R.
Eggleston, E.
Eginhard
Faber, F. W.
Foote & Skinners
Readers
Fournier, A.
Franklin, B.
Fryer
Gordy
Groetzinger, T.
Haaren & Poland
Hall, J.
Hancock (Mrs.)
Hart, C.
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Perry, F. M.
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Rideing, W. H.
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Scobey & Horne
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Whitney & Perry
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Copeland, M. T. Keller, A. G.
Leland, A. P.
Davis, J. W. McBrien
Fryer, J. E. Markwick &
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Wilson, W.

FAIRY TALES

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Arabian Nights
Bakewell, M. E.
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Barrie, J. M.
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Brooks, E.
Brown, A. F.
Brylunska &
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Burke, S. J.
Byrne, J. A.
Clarke, M.
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Fairy Gold
France, A.
Grimm, J. L.
Griswold, F.
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Johnson, C.
Kingsley, C.
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Large, L. A.
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Pyle, K.
Shimer, E. D.
Sholl, A. M.
Syrett, N.
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Yeats, W. B.

FOLK-LORE LEGENDS, ETC.

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Baldwin, J.
Baumbach, R.
Beckwith
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Blaisdell, A. E.
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Brooks, D.
Bryce, C. T.
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Burt, M. E.
Church, A. J.
Classic Stories
for Boys and
Girls
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Comstock, F.
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De Garmo, C.
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& E. G.
Fairbanks, A.
Farmer, E. V.
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Hall, J.
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Harrington &
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Pratt, M. L.
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Serel, E.
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Stafford, A. O.
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Washburne, M. E.
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Wilson, G. L.
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GEOGRAPHY

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Blaisdell, E. A.
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Carpenter, F. G.
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Century Geogra-
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De Groot, C.
Demetrios, G.
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Edwards, A. M.
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Fuentes &
Francois
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Gause & Carr
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Gilson, J. C.
Godoy, M.
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Hall & Chester
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Hunter, G. M.
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King, C. F.
Krout, M. H.
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McDonald &
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Holmes
Mirza, Y. B.
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Moran, G. N.
Morris, C.

HISTORY

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Bennett-Haniphy
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Bird & Starling
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Burton, A. H.
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Collmann, S. M.
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Connor, R. D. W.
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Davis, W. S.
Diman
Dodge, N. S.
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Gordy, W. F.
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of Long Ago
Ser.
Livingstone
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G. V.
Sparks, E. E.
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G.

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Shimer, E. D.
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Tolstoi
Tomlinson,
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Varney
Varney, A. S.

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Patch, E. M.
Pathways in Na-
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Patri, A.
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Sherman, F. D.
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A.		

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MANUAL TRAINING

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Alderton &
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A. B.

Rare Books, Autographs and Prints

THE Grolier Club is having its summer exhibition of recent accessions in books and prints.

There seems to be no weakening in the demand for the first editions of modern English authors, many of whom are now living.

The Walpole Galleries continue to hold successful midsummer sales. The last was on the 20th when many fine and rare books including those on art, bibliography and Americana, were sold.

The record price of the season for an author's manuscript was paid by the Rosenbach Company for Dicken's "The Haunted Man" and "The Ghost's Bargain" which brought \$16,465 at the Burdett-Coutts sale at Sotheby's in May.

The current catalog of the Caxton Book Shop of London contains many unique and interesting autograph letters, manuscripts, documents, original drawings and a few association books. Among the latter is Milton's copy of "Tacitus," London, 1642, annotated thruout in the poet's handwriting.

The current catalog of Hatchards of London contains nearly 1,800 lots, including first editions of the seventeenth, eighteenth and nineteenth English authors as well as many popular authors of to-day. This catalog bears evidence of the keen interest among book buyers in current literature.

A collection of Japanese containing more than 6,000 carefully selected specimens gathered by William S. Spaulding and his brother John T. Spaulding regarded as one of the finest in private hands, has been given by the two collectors to the Museum of Fine Arts of Boston.

Plans are being considered to celebrate the centenary of the birth of Leo Tolstoy in 1928 by the publication of a worthy edition of his writings in English. The edition will probably be published by the Oxford Press and will include considerable material that has never been translated before.

It is reported that Japanese merchants and manufacturers who made fortunes during the war are now buying Japanese prints, paintings and curios in London, Paris and New York. For many years American and European collectors searched Japan successfully

for objects of art until almost all of the old works, except those in private collections and museums, had been exported. Now the Japanese, unable to find what they want at home, are sending abroad for them.

The New York Public Library has placed an extensive collection of old-fashioned dime novels on exhibition. These are mainly the Beadle books, printed by Beadle & Adams and collected thru many years of painstaking effort by Dr. Frank P. O'Brien, of this city, who has presented them to the library. Thirty-one types or series of books, pamphlets and magazines are in the exhibition. This is the largest and finest known collection in existence. It is not only interesting and amusing, but as the library experts who have arranged it state, "it is literally saturated with the pioneer spirit of America."

The provisions for a library which the late Benno Loewy proposed to establish as a memorial in Cornell University, Johns Hopkins or Leland Stanford cannot be legally carried out according to a decision of the Appellate Division of the Supreme Court. The opinion written by Justice Walter Lloyd Smith shows that Cornell University has not yet accepted the gift of the estate and it is possible now that the library may be sold at auction. Benno Loewy a well-known lawyer and collector of this city, was killed in an automobile accident in 1919.

The latest in postage stamps is a charity issue which has just appeared in Belgium. Tho of stipulated postal value—expressed in the design as 20 centimes—it is sold for twice that sum, 40 centimes, the extra 20 centimes indicated at the bottom as plus 20 centimes. This difference goes to the "national fund for the disabled." The stamp is exquisitely engraved by the American Bank Note Company. The design is by Antony Coute, a Belgian artist, and represents the nude, strongly physical figure of a man with a bandaged head to indicate that he was thru it all and yet has strength to stand and salute his king, whose vignette face is where the sun should be. With his left hand the man supports a sword bedecked with laurels. The engravers' contract provides for 1,000,000 stamps to be delivered before January 1, 1923. As the first in a series of its kind this stamp will be a historic one among collectors. It is expected that many will buy and preserve it who have never been interested in stamp collecting.

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The Publishers' Weekly

62 West 45th St., New York

THE AMERICAN BOOK TRADE JOURNAL

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The Weekly Book Exchange

Books Wanted and For Sale

Under these headings subscribers are charged 15c a line (no charge for address); non-subscribers 20c a line, address extra. Bills for this service will be rendered monthly. Objectionable books are excluded as far as they are noted.

Write your wants plainly, on one side of the sheet only. Illegible "wants" are ignored. The WEEKLY is not responsible for errors. Parties with whom there is no account must pay in advance.

In answering, please state edition, condition and price, including postage or express charges. Houses that will deal exclusively on a cash-on-delivery basis should put [Cash] after their firm name. The appearance of advertisements in this column, or elsewhere in the WEEKLY does not furnish a guarantee of credit. While it endeavors to safeguard its columns by withholding the privileges of advertising should occasion arise, booksellers should take usual precautions in extending credit.

BOOKS WANTED

Adair's Bookstore, 1715 Champa, Denver, Colo.
 Antiquity of Man, Dr. Keith, 1915 ed.
 Prehistoric Times, Lubbock.
 Wallis Budge's Book of Ancient History of Egypt.
 Odd volume, Great Expectations, Harper Ed.
 Dickens' Complete Works, 30 vols. Light Blue Buckram set.
 The Right Knock.
 Book on Furniture Finishing.

Aldus Book Co., 36 East 49th St., New York City
 Savoy, Nos. 5 and 6, Arthur Machen, Three Impostors, first ed.
 Huneker, Painted Veils, 1st ed.
 Cabell, Eagle's Shadow, 1st ed.
 Melville, Confidence Man, first ed.
 Any Whistler Firsts.
 Joyce's Ulysses.
 James, Society, or the Redeemed Form of Man, 1878.
 Capt. Bairnsfather's Fragments from France, 1916, 11½ in. page ed.
 Rubaiyat, Biblot Series, Mosher, 1894.
 Blake's Designs to Virgil, Mosher, 1899.
 Johnson, Lionel, Ireland and Other Poems, large paper, London, 1897.
 Autographs. Leaves of Our Country Authors, Facsimile of orig. manuscript poems and letters by famous American authors, engraved vignette on title. 4to. Baltimore, 1864.
 Conrad, Nostromo, 1st Eng. ed. with new preface, 1918.
 Conrad, First Am. Nigger of Narcissus, Set of Six, Twixt Land and Sea, Chance, Notes on Life and Letters.
 H. L. Mencken Firsts: A Little Book in C Major, A Book of Calumny, Ventures in Verse, Geo. B. Shaw, His Plays, In Defense of Woman. Other Firsts of Mencken.
 Masters, Spoon River, 1st ed.
 Galsworthy—Man of Property, 1st ed.
 St. John Ervine, Man of Devon, first ed.
 Three Hundred Aesop's Fables, Phila., MacKay.
 A New Humanity, or the Easter Island, by Adolph Wilbrint, 1905.
 Heine, 8 vols., trans. Chas. W. Warner.
 Riv. Press, Parliament of Foules.
 Robinson, Man Against Sky, first ed.
 Graves, Celtic Folk Songs.
 Henry Jacob Bigelow, Fragments of Medical Science and Art, about 1846.

Aldus Book Co.—Continued

Letters of Madame de Duffaud, in English.
 Whistler, Gentle Art of Making Enemies, cheap ed.
 The following Kipling:
 Courting of Dinah Shad, N. Y., Harper Bros., 1890.
 American Notes and The Bottle Imp, N. Y., 1891.
 The Light that Failed, Lippincott, Phila., 1891.
 Mine Own People, Hurst & Co., N. Y., 1891.
 Mine Own People, U. S. Book Co., N. Y., 1891, red cloth.
 Out of India, Dillingham, N. Y., 1895.
 The Brushwood Boy, N. Y., 1899.
 From Sea to Sea.
 With the Night Mail, N. Y., 1909.
 Afloat the Funnel, Dodge, 1909.
 Afloat the Funnel, Doubleday, 1909.
 Songs from Books, Doubleday, N. Y., 1912.
 The Eyes of Asia, Doubleday, N. Y., 1917, brown buck.
 Picturesque Brattleboro.
 Jungle Book, first Eng. ed.
 Tomlinson, Sea and Jungle, first Eng. edition.

Allen Book and Prtg. Co., 454 Fulton St., Troy, N.Y.
 Barber, Pottery and Porcelain of the U. S.
 Earle, China Collecting in America.
 Slosson, China Hunters Club.
 Abbott, Franconia Stories.
 Reuben F. Wells, History Hatfield, Mass.
 Thomas and Fallon, Northern Italian Details.

The American Baptist Publication Society, 1107 McGee St., Kansas City, Mo.
 History of the Rise and Progress of Baptists in Alabama.
 History of the Baptists in Alabama, by Riley.
 History of the Baptists of New Jersey, by Griffith.

John D. Anderson, 814 Essex Bldg., Newark, N.J.
 The Diary of a Saint. Arlo Bates, Houghton Mifflin, publishers, good br fair copy wanted.

W. H. Andre, 607 Kittredge Bldg., Denver, Colo.
 Painted Veils, James Huneker, the Limited, Signed edition.
 The Orphan, by C. E. Mulford.

D. Appleton & Co., 35 West 32nd St., New York, N. Y.
 Phillips, The Price She Paid.
 Chambers, Iola.

BOOKS WANTED—Continued

D. Appleton & Co.—Continued

Chambers, The Reckoning.
Chambers, The Common Law.
Chambers, The Tracer of Lost Persons.
Hayden, Dictionary of Dates.

Aries Book Shop, 116 Delaware Ave., Buffalo, N.Y.
Annals and Family Records of Winchester, Conn.,
by John Boyd, published about 1871 at Hartford,
Conn.
Harland, Gray Roses.

Wm. M. Bains, 1215 Market St., Philadelphia, Pa.
Here Lies, by Mrs. L. Case Russell.

G. A. Baker & Co., Inc.—Continued

Famous French Authors, Biographical Portraits by
Gautier, etc., Worthington, 1879.
Cabell, The Eagle's Shadow, 1904.
Cabell, The Line of Love, 1905.
Cabell, Gallantry, 1907.
Cabell, Cords of Vanity, 1909.
Cabell, The Soul of Millicent, 1913.
Cabell, Rivet in Grandfather's Neck, 1915.
Cabell, The Certain Hour, 1916.
Cabell, Cream of the Jest, 1917.
Cabell, Beyond Life, 1919.
Cabell, Domnei, 1920.
Cabell, Cords of Vanity, 1920.
Cabell, The Judging of Jurgen, 1920.
Cabell, Jurgen and the Censor, 1920.
Cabell, Johan Bojer, 1920.
O. Henry Prize Stories, 1919.
Robinson, Edw. A., The Torrent and the Night Be-
fore, 1896.
Children of the Night, 1897.

Baptist Book Concern, 656 S. Fourth St., Louisville,
Ky.

Complete set of Spurgeon's Works, and price of
same.
Set of Harvard Classics, and price.

Baptist Standard, Dallas, Texas

Cleveland Genealogy.

Barr Book Shop,, Becker Building, 24 West Orange
St., Lancaster, Pa.

James, Wings of the Dove, Scribners.
Foucher, Stories to read or tell, Moffat.
Cabell, Jurgen, American Edition.

N. J. Bartlett & Co., 37 Cornhill, Boston, Mass.

Looking Ahead, Dr. Mendes.
Memoirs of Commodore David Porter.
Polyooley.

The Beacon Book Shop, 26 West 47th St.,
New York City

Beresford, God's Counterpoint.
Bierce, In the Midst of Life.
Ferrero, Characters and Events of Rom. History.
Schliemann, Mycenae, Engl. or German.
Baum, Magical Monarch of Mo.

C. P. Bensinger Cable Code Book Co., 15 Whitehall
St., New York City

Universal Lumber, A B C 5th Improved.
Meyer's Cotton 30th, Samper's Code.
Western Union, Lieber's, 5-letter Codes.
Any American-Foreign Language Code.

Arthur F. Bird, 22 Bedford St., Strand, London,
W. C. 2, England

Lady Turnpike, Cleghorn, second-hand.

The Book Shelf, 112 Garfield Place, West,
Cincinnati, O.

Scott, Captain, Journals.
Tridon, Sex Happiness.
Loti, The Sahara, Brentano's.
Reaverbrook, Lord, Canada in Flanders.
Qugenspeck, Pelvic Massage.
Conway, Bolivian Andes.
Sam Lovell's Camp.
Strutt, Joseph, Works on Costume and Games and
History.
De la Mare, The Return.

E. P. Boyer, Bourse Bldg., Philadelphia, Pa.

Gourgaud, Campaign of 1815.
Clausewitz, Campaign of 1812.
Stutterheim, Battle of Austerlitz.
Kircheisen, Bibliography of Napoleon.
Any good Napoleon items.

Brentano's, Fifth Ave. and 27th St., New York City

Lewis, The Monk.
Mallock, The Romance of the 19th Century.
Voltaire's Philosophical Dictionary, 5 vols.
Elbert Hubbard's Memorial Edition, 14 vols.
Crocker, Pretty Miss Neville.
Prof. Dawkins, Cave Hunters.
Prof. Dawkins, Early Mines in Britain, 1880.
Prof. Sollas, Ancient Hunters
Dr. Jas. Geike, Antiquity of Man in Europe.
The World by the Fireside, Eliz. and Mary Kirby.
The Sea and Its Wonders.
Development of Religion and Thought in Ancient
Egypt, Breasted.
Drawings of Subjects from the Iliad and Odyssey,
Bohn Lib. Flaxman.
Joys of Other Days, J. Neville Jackson.
The History of the Origin of All Things includ-
ing the History of Man, L. M. Arnold.
Girl from Nowhere, Mrs. Baillie Reynolds.
The Notorious Miss Lisle, Mrs. Baillie Reynolds.
The Cost of a Promise, Mrs. Baillie Reynolds.
A Doubtful Character, Mrs. Baillie Reynolds.
Practical Hints to Artists, in English, Lazarre.
Sale of Lady Daventry.
The Power of Thought, Sterrett.
Life of Alfred Lyttleton.
Bards of the Gall and Gall.
Latin Grammar, C. G. Zumpt.
A Few Figs from Thistles, Millay.
Uncle Byak's Ghost, See.
Indian Sign Language, Clark.
Iroquois Book of Kites, Horatio Hale.
Yoga, Flagg.
Practice of Water Color Painting.
The Destined Maid, Griffith.
Cooking in Old Creole Days, Celestine Eisstis.
Meeting Place of Geology and History, J. William
Dawson.
Ionization, Townsend, 2 copies.
War and Peace, Tolstoi.
Very Young American.
Shakespeare's Sonnets, Tyler.
Production and Handling of Clean Milk, Winslow.
The Spanish People, Martin A. S. Hume.
Time Telling Through the Ages, Harry Brearley.
Flower and Gardens, edited by Cameron Ellacombe,
Forbes Watson.
Brunel's Tower, Eden Philpotts.
My Fairyland, Fiona.
Four Years with General Lee, Col. Walter H. Tay-
lor.
Shipbuilding from Its Beginning, 3 vols., E. Van
Konynenberg.
The Young Sea Officers Sheet Anchor and Key to
the Leading and Rigging, Eng. second ed., 1808,
Darcy Lever.
The Willy-Nicky Correspondence, Hoover War
Lib., Herman Bernstein.

Bridgman's Book Shop, 108 Main St., Northampton,
Mass.

Jurgen, by Cabell.
Matthews, Physiological Chemistry, latest ed.
Way of the Woods, Breck.
Industrial Outlook, H. Clay.
Needed Tax Reform in U. S. by R. S. Adams, re-
printed from N. Y. Evening Post.
Tariffs at Work, Higginson.
After War Problems, Marshall.

Albert Brftnell, 815 Yonge St., Toronto, Canada
[Cash]

Ulysses, by James Joyce, Paris edition.

E. Herrick Brown, 80 South King St., Honolulu,
Hawaii

Untrodden Fields in Anthropology.
Armstrong, Around the World With a King.
Bulletin of U. S. Fish Commission No. 23, vols., 1
and 2.
Baine, Ashes of a God.

BOOKS WANTED—Continued

**Roster Brown Co., Ltd., 472 St. Catherine St., West
Montreal, Canada**

Wanderings in Arabia, Charles M. Doughty.

**Bureau of Municipal Research, 261 Broadway,
New York**

Civil Service in Great Britain, Dorman B. Eaton.

Burgersdijk & Niermans, Leyde, Holland

**Harvard Theological Review, vol. 9 and follow.
Surgery, Gynaecology and Obstetrics, set.**

**Burnham Antique Bookstore, P. O. Box 2068,
Boston, Mass. [Cash]**

Upham's Salem Witchcraft, vol. 1, 1867.

Marshall's Washington, vol. 1, London, 1804, calf.

Life of John Bunce, vol. 2, London, 1766.

Don Quixote, vol. 1, clo., Boston 1865.

Lecky's England, vols. 3 and 4, Appleton, 1878.

**Vaughan's Hours with the Mystics, vol. 1, London,
1891.**

Herndon and Weik's Lincoln, vol. 1, N. Y., 1892.

**Lanman's Adventures in Wilds of U. S., vol. 1,
half green calf, Phila., 1856.**

W. A. Butterfield, 59 Bromfield St., Boston, Mass.

Murray's Rise of the Great Epic, Oxford Univ. Pr.

**John Byrne & Co., 715 Fourteenth St., N. W.,
Washington, D. C. [Cash]**

Iowa Code, 1919.

Henry Adams, Science of Finance, 1898.

**Willoughby, Territories and Dependencies of the
United States.**

**Opinions of the U. S. Attorneys General, vols. 6,
9, 10 and 12.**

**U. S. Court of Claims Reports, vols. 1, 13, 16, 24
and 27.**

**Decisions of the Commissioner of Patents, 1905,
1914 and 1915.**

Cranch Circuit Court Reports, 6 vols.

Wyman Administrative Law, 1903.

Ruling Case Law, 28 vols., and 3 vols. supplement.

Campion and Co., 1313 Walnut St., Philadelphia, Pa.

Rhymes and Reason, by Lewis Carroll.

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Hennepin, Description of Louisiana, trans. by Shea, 1880.

Le Clercq, First Establishment of the Faith in New France, trans. by Shea, 2 vols., 1881
Breese, Early History of Illinois, 1884.
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DeVenne, Invention of Printing, N. Y., 1876.

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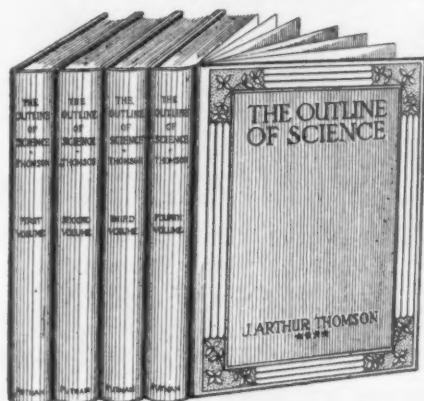
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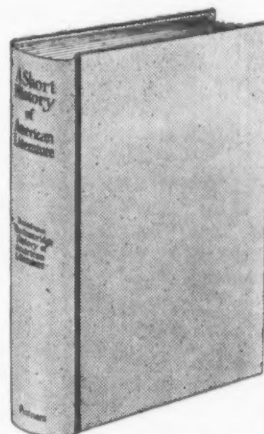
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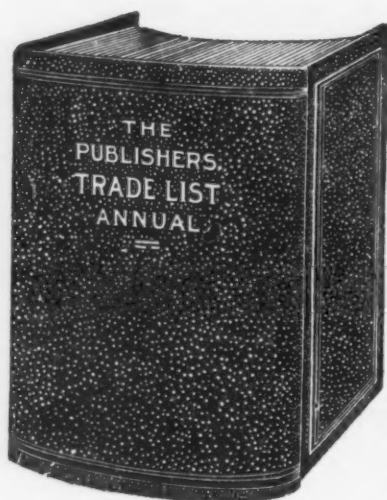
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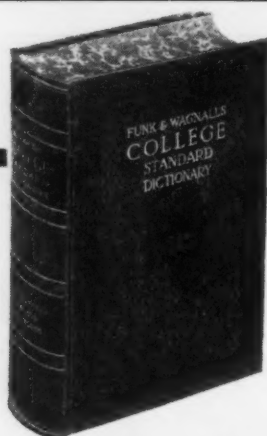
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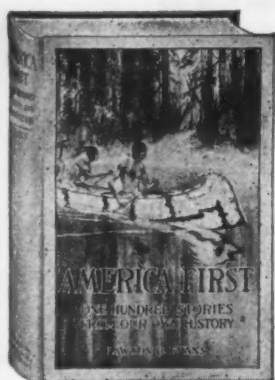
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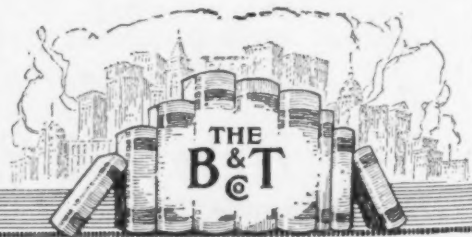
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